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1   INTRODUCTION

Under section 5.11 of the Child and Adult Protective Services (CAPS) project request for proposal, Northrop Grumman is required to conduct and deliver an annual training needs survey and assessment. In compliance with this requirement, Northrop Grumman has compiled this document, which evaluates past training accomplishments and methods, the current needs of system users, and any known future conditions that may impact the users and the system training they receive. Also discussed are new possibilities and suggestions for training in the next year and Northrop Grumman's recommendations on how best to meet these training needs. This yearly training needs assessment is an invaluable tool that can be used to maintain a relevant, effective training program for all CAPS users. Northrop Grumman views this document as a starting point for discussions about the training that CAPS users need to accurately and efficiently enter and modify information in CAPS, and to efficiently use the Document Generation system.

To determine the training needs for the year 2013, the CAPS trainer has incorporated comments and suggestions from the sources listed below:

- Training evaluations
    - The CAPS Trainer solicits training evaluations from trainees subsequent to all training sessions. Training evaluations are very useful for determining changes to the training agenda and training methods. Appendices A and B contain the text of the training evaluations for new employee training sessions and advanced training sessions. Please note that the "sections" referenced on this evaluation will vary depending on the type of training (CPS Specialist vs. licensing, etc.)

- Observation of CAPS workers in training.

- Help Desk communications and PVCS Tracker documentation.

- 2012 Training Needs Assessment Survey.

Section 7, near the end of this training needs assessment, contains a broad recommendation given to encompass the major goals for the coming year. This recommendation is submitted to initiate both discussion and action for the modification of training to best meet the needs of users.

2   STATUS OF CURRENT AND FUTURE TRAINING

New employee training is designed for all new employees who will use the CAPS system. This includes CPS Specialists, juvenile probation and parole officers, provider licensing staff, tribal staff and central office staff. Administrative assistants also receive new employee training based on the area of the system with which they will be most closely associated.

New employee training is currently divided into five separate modules: CPS Specialist, Provider Licensing, Juvenile Probation and Parole, Centralized Intake, and Transitional Living Specialist. Subsections 2.1 through 2.5 detail the specifics of each new employee training module. Appendices C, D, E, F and G detail the current course agendas for each module.

New employee training consists of lectures, PowerPoint presentations, live system demonstrations and hands-on exercises. All trainees are expected to review a pre-training guide that is distributed no later than two weeks prior to their scheduled training session. This pre-training guide contains basic concepts used throughout the CAPS systems and is intended only as an introduction to CAPS, helping workers to gain an understanding of the functional foundation on which the CAPS system is built. Appendix H contains the pre-training guide that trainees received during the 2012 training year and have continued to receive during the 2013 training year.

Training exercises are entered into a training database, which allows trainees the freedom to practice without the worry of making errors that can't be easily corrected. The CAPS trainer continues to develop and maintain both training databases, providing trainees with more realistic case history and scenarios. The training databases, and the exercises that trainees complete, are constantly updated to reflect any changes made to CAPS system functionality.

The information presented in lecture format is enhanced with both PowerPoint and, occasionally, "live" system demonstrations. The ability to disseminate information both verbally and graphically allows the trainer to make a more dynamic presentation by showing trainees actual screen layouts and functionality, along with specific case data.

Workers attending the new employee training sessions are provided with a training guide that is specific to the module they are attending as well as a keyboard template that identifies the unique keyboard functions used in the CAPS system. A link to the CAPS Training Website has been added to the card, and the "Flow to Add Person/Report/Client Information" has been added to the reverse side of the card.

The new employee training sessions continue to be a successful and integral part of CAPS system training. With a combination of lectures, hands-on exercises, worksheets, educational games, and activities, the training sessions present CAPS system information in a manner that is easily assimilated and applicable to all adult learning styles.

2.1 Child Protective Services (CPS) Specialist

Eleven CPS Specialist training sessions were conducted in 2012. The April session was canceled due to lack of registrations. All sessions were held in the DPHHS Training Center in Helena. These sessions were intended for CPS Specialists and the administrative staff who assist them. There were a total of 86 workers who attended these training sessions. CPS Specialist training sessions were scheduled for four days: Monday afternoon at 1 pm through Friday at Noon. During these sessions, specific policy was not addressed.

There are twelve CPS Specialist training sessions scheduled for 2013. These training sessions are scheduled once each month.

2.2 Juvenile Probation and Parole

Two juvenile probation and parole training sessions were conducted in 2012. These sessions are intended for juvenile probation officers, parole officers, institution staff and the administrative staff who assist them. There were a total of eight workers who attended these training sessions. Juvenile probation and parole training sessions are scheduled for two days. During these sessions, specific policy is not addressed.

For 2013, juvenile probation and parole training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis. This is due to the fact that juvenile probation and parole no longer use the CAPS system for the majority of their case management data entry. These workers do continue to use the CAPS system for entry of any paid placements, payable services, and payment approvals.

2.3 Provider Licensing

Three provider licensing training sessions were conducted in 2012. One session that was scheduled in November was canceled due to no registrations. All three sessions were held in the DPHHS Training Center in Helena. These sessions were intended for all provider licensing workers (foster care, adoption and community residential) and the administrative staff who assist them. There were a total of eight workers who attended these training sessions. Provider licensing training sessions are scheduled for two and one half days. During these sessions, specific policy was not addressed.

For 2013, provider licensing training sessions have been scheduled once every three months for a total of four sessions throughout the year. Provider licensing training sessions are scheduled for February, May, August and November.

2.4 Centralized Intake

Three Centralized Intake training sessions were conducted in 2012 for eleven staff. These sessions are intended specifically to focus on the areas of the system used by Centralized Intake Unit staff. Centralized Intake workers do not have update access to the majority of the CAPS

screens and, therefore, it is unnecessary to have them attend the entire regular CPS Specialist training session. Centralized Intake training sessions are scheduled for one and one half days. During these sessions, specific policy is not addressed.

For 2013, Centralized Intake training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis as new workers in the unit are hired and training is needed.

2.5   Transitional Living Specialist

Two Transitional Living Specialist training sessions were conducted in 2012. These sessions were held in the DPHHS Training Center in Helena. These sessions were intended for all Transitional Living Specialist and supervisor staff within DPHHS and the tribes. There were three workers who attended these training sessions. Transitional Living Specialist training sessions typically last one and one half days and specific policy is not addressed.

For 2013, Transitional Living Specialist training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis as new workers are hired and training is needed. It is anticipated that, since the Department has contracted transitional living services to outside agencies, future Transitional Living Specialist training sessions will no longer be needed/requested, with the exception of tribal social services.

2.6   Tribal Workers and Central Office Workers

Tribal workers and central office workers who desire training are invited to attend any training session that pertains to their area of expertise. Requests have been made in the past to design training sessions geared specifically toward certain areas of the system for central office staff and the CAPS trainer will continue to make every effort to meet the training needs of these groups.

2.7   Ergonomics Training

Joe McAnally, Safety and Security Officer with DPHHS, has continued to be invited to provide a 30-minute presentation on office ergonomics at all new employee training sessions (with the exception of juvenile probation and parole) where his schedule allows. Trainees are shown proper workstation setup, along with information on how to properly sit and use the computer ergonomically. Trainees are presented with information on carpal tunnel syndrome and different methods to avoid it, such as exercises, micro-breaks and working breaks. Trainees are also provided with handouts to take back to their office, along with information on how to request an evaluation of their personal workstation. As the Security Officer, Joe also informs workers that he is the individual they would most likely be working with should they encounter a security problem on the job. Ergonomics training is scheduled to continue during new CPS employee training sessions throughout 2013.

2.8   Data Quality Training

During 2012, data quality training was provided during a few CAPS training sessions. Lou Walters, DPHHS CAPS Liaison, presented this training. Both the CAPS trainer and DPHHS Central Office staff believe it is important for all system users, not only new employees, to understand how the information they enter into the CAPS system is used. In some of the sessions, CAPS examples were provided that show the importance of timely and accurate case information entry and how that information is used by supervisors, regional administrators, central office administration and in both state and federal reporting. In other sessions, real world examples of data quality issues were used as illustrations. Data quality training is scheduled to continue during new employee and advanced training sessions throughout 2013.

2.9   Specialized Training

During 2012, four specialized training sessions were conducted and specialized training materials were created for three enhancements to the CAPS system. Specialized training sessions are scheduled when certain groups of workers, who do not need to attend a regular training session, require training on certain areas of the CAPS system. Subsections 2.9.1 through 2.9.5 provide information on these sessions/materials.

2.9.1   FRS Conference Training

On March 15, 2012, training was conducted on the client screens used by FRS staff for approximately 40 staff at their conference. Reminders and information on recent CAPS changes were also provided.

2.9.2   IVE Compliance Specialist Training

Training on CAPS was conducted for the IVE Compliance Specialists on March 16, 2012. The session included several CAPS screens and the Notes process.

2.9.3   SSI Specialist Training

Training on CAPS was conducted for one of the SSI specialists on April 5, 2012. The session included several CAPS screens and the Document Generation and Notes processes.

2.9.4   Administrative Support

Training was conducted for 11 administrative support personnel on August 15, 2012. This training covered CAPS screens contained within the Case Opening Checklist and was presented via Web Ex.

2.10 Advanced Training

No advanced training sessions were held during the 2012 training year. All three scheduled sessions for CPS Specialists and all three scheduled sessions for provider licensing were canceled due to lack of registrations. There are six advanced training sessions scheduled during 2013. Advanced CPS Specialist and provider licensing sessions are scheduled in March, June and September.

2.11 Regional Policy Meetings

The CAPS trainer was not asked to provide CAPS training information during regional policy meetings in 2012. If requested by the Department, the CAPS trainer would make every effort to be available to provide additional CAPS information during the regional policy meetings in 2013.

There are two very good reasons why participating in the regional meetings would be valuable:
- All employees are required to attend a regional policy meeting, so providing the option of receiving some advanced or "refresher" system training during this time supports trainees learning from the questions of other attendees. Also, when a consistent message is presented to several counties at once, it promotes consistency with the use of CAPS screens.
- Because most of the data entry made into CAPS is directly tied to policy and federal reporting requirements, this provides an opportunity to make those ties more apparent and to stress the importance of timeliness of entry and information quality.

A question related to CAPS information being presented during the quarterly policy webinars was included in this year's survey. Please refer to Section 5.8 for additional information.

2.12 DPHHS Training Center/CFSD Training Center

All 2012 CAPS training sessions were conducted in the DPHHS Training Center at 2800 Airport Road in Helena. The DPHHS Training Center includes two separate (one small and one large) training rooms, with a "break room" divider in between. This allows two training sessions to be conducted at the same time without either interrupting the other session. This location is ideal for those training sessions that require workers to log on to computers for hands-on practice in the training database environment. There have been occasions for certain specialized training sessions where there were not a large number of participants or hands-on practice was not necessary. In these situations, sessions have been held in Northrop Grumman, or other State office, conference rooms.

One major concern regarding the DPHHS Training Center continues to be the lack of air conditioning. This becomes an even bigger issue when there are two training sessions taking place, as it is necessary to close the door to the small (north side) training room. The combination of computers, laptops, projectors and several participants in a room with no air conditioning makes the learning environment almost unbearable at times. The Department has

been very helpful in supplying fans and swamp coolers for the rooms but, often, these aren't enough. There is no water supply immediate to the training room and many of the rollers are broken, making filling the swamp coolers a painstaking and time-consuming process. It continues to be the recommendation of the CAPS trainer for the Department to consider installing a small window unit in the north side training room to help remedy the situation.

Currently, the break room has a microwave and a "dorm style" refrigerator. These are used by training participants; often trainees bring leftovers from lunch back to the training room, or they bring their own beverages, or they wish to eat lunch in the training room while keeping up on their email. If the microwave or the refrigerator is ever removed, it would be advantageous to get them replaced.

The CAPS trainer would like the Department to consider placing a bottled water unit in the training room. Currently, there is only a wall drinking fountain in the hallway of the training facility. This water is not very cold and does not taste very good. Providing something as simple as a cold glass of fresh water goes a long way in ensuring the satisfaction of training participants.

3   COMMUNICATION TECHNIQUES

Several methods are used to disseminate information to CAPS system users. All have their benefits and their continued use is recommended. Communication with CAPS users is imperative to their successful use of the system. As turnover rates continue to increase with several user groups, communication is vital to decreasing worker frustration, and may positively impact the rate of turnover. The communication methods are outlined in sections 3.1 through 3.5.

3.1   Online Field and Screen Help

The DPHHS CAPS Computer Systems Specialist and the DPHHS CAPS Business Analyst update the CAPS online field and screen help. The need for updating both field and screen help continues, as this method serves as an immediate help to the worker filling out the screen. It is a valuable tool for workers who may not have received training yet, as well as helping all workers when on a recent change or enhancement is implemented. Field and screen help, if kept current, will continue to be a necessary communication technique.

3.2   Main Menu Update Field

Workers can access information about major updates, changes and critical system issues through the help field on the Main Menu screen. This field has proven to be a very useful way of notifying CAPS system users of changes to screens, functions or procedures in CAPS, and allows for a location to maintain this information over a period of time. Placing these updates directly on the CAPS Main Menu ensures that all workers have access to information about these changes. The Main Menu update field was last updated due to the Foster Care service rate increases on October 1, 2009. The Main Menu update field contains a short history of recent system changes, and allows workers to access the information quickly and easily. The Main

Menu update field is discussed in new employee training sessions and reminders about this important feature are also made during advanced and specialized training sessions. Northrop Grumman recommends that DPHHS resume the use of the Main Menu update field.

3.3 Outlook E-Mail Notifications

When system changes are implemented, the DPHHS CAPS Computer Systems Specialist or the DPHHS CAPS Business Analyst occasionally sends out a brief e-mail to all affected staff. These messages detail the changes and direct workers to the Main Menu notification field, the updated screen and/or field help, or the CAPS training website for further information. Northrop Grumman would recommend resuming the regular use of this technique and fully supports the Department's efforts to keep field staff well informed of system changes. For specific examples of recent changes for which respondents need additional information, see Appendix K.

3.4 CAPS Training Website

Workers can access details about CAPS training, the CAPS system, and other information using the CAPS training website. Currently, the only drawback to the training website is that it is inaccessible (due to firewall issues) to any workers who are not part of the State network. This includes tribal workers and contract staff. In the past, this hasn't been a significant issue, but it is one that continues to present itself on occasion.

The CAPS training website currently contains the following information:
- CAPS Training Schedule – workers can see all scheduled training sessions for the year and whether sessions have been canceled. Workers can register for training sessions electronically using an e-mail link that is provided.
- E-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.
- Training Documentation – includes updated training guides and training handouts for CPS Specialists, provider licensing workers, juvenile probation and parole workers, Centralized Intake workers and Transitional Living Specialists. Also included are the in-state and out-of-state provider rate lists and a list of all CAPS service code definitions.
- Alphabetized Screen Guides – includes a color screen print, a brief description, and field-by-field details of each screen in the CAPS system.
- Categorized Report Guides – includes a screen layout of different reports produced by CAPS and the extract criteria used by each report.
- The most recent Training Needs Assessment Survey Data – includes the location to post the results of the survey and the annual needs assessment document submitted to the Department.
- System Enhancements – includes training information on major enhancements made to the CAPS system. Information may include documentation, screen prints, PowerPoint presentations or Captivate demonstrations (for additional information on Captivate, see section 3.5.)
- Links to other websites – currently included are the State of Montana website, Public Assistance Toolkit, Public Health and Human Services, Child & Family Services, Corrections, Public Assistance, Child Support, and the State Employee Phone Directory.

3.5   ELearning (Computer-Based Training/Captivate)

Using a tool called Captivate, the CAPS trainer can "record" a process as a computer-based demonstration and add notes or comments. This demonstration can be e-mailed to workers and/or placed on the training website. Workers can watch a demonstration of the process in "full motion". This tool is an effective training method, and adds much more than documentation alone. Workers can view the demonstration as many times as needed – pausing, rewinding, or forwarding as necessary. ELearning presentations allow for basic classroom-type training without the classroom. In the past, these Captivate demonstrations have been more "presentation" in nature and have not included any worker interaction. However, Captivate does have the capability to include questions and/or exercises that the workers could complete after viewing the presentation. This would be a very informal process (not graded), but would allow the worker to gauge his or her own understanding of the material being presented.

No new Captivate demonstrations were created in 2012.

4   INFORMATION GATHERING TECHNIQUES

Several techniques are used to gather information for both the annual Training Needs Assessment and the continuous development and delivery of CAPS system training. These techniques are outlined in sections 4.1 through 4.4.

4.1   Help Desk Calls

The CAPS Help Desk staff is in constant communication with the field workers. Therefore, they are an invaluable resource to help the CAPS trainer determine the trouble spots among the workers. This information helps the trainer determine what topics need additional emphasis in new employee training sessions. In preparation for the advanced and regional policy training sessions scheduled for the 2013 training year, the CAPS trainer will gather current information from the Help Desk and suggest these topics as possible training agenda items to the Department.

4.2   Tracker

All problem reports that are called into the CAPS Help Desk are recorded in a database called Tracker. Tracker is another excellent resource to help the CAPS trainer determine any specific areas throughout the systems that need additional focus. Quite often, the issue is not a system problem at all, but a misunderstanding of a process or a request for clarification on the correct procedures for performing certain system functions. Therefore, a new "Closure Code" field has been added to Tracker, and one of the values is "Training Issue." This way, a query can be run at any time to determine possible topics for system training or a reminder bulletin. Areas that appear to have prevalent problems may also be suggested to the Department as possible agenda items for the advanced and regional policy training sessions.

4.3   Training Evaluations

Training evaluations help the CAPS trainer structure the training to meet the needs of the workers attending the sessions. These evaluations are also used as a checkpoint for the current state of training, providing the CAPS trainer with pertinent information.

Training evaluations are distributed to all workers attending either new employee or advanced CAPS training sessions. The evaluation for new employee sessions includes a "pre-training" evaluation question. Before the start of each training session, workers are asked to identify what they expect to learn or do differently than they do presently with regards to the CAPS systems. At the end of the session, workers are then asked to gauge how the course compared with their original expectations. Workers are also asked to identify their "comfort level" with each section covered during their specific training session, and if they feel they will be able to use the information immediately upon returning to their office. They are given the choices of "Yes", "Yes with Support" or "No". General comment space is also provided to give workers a place to identify how a particular section might be improved with regards to the lecture, PowerPoint presentation, the training materials or the hands-on exercises. On the reverse side of the

evaluation, trainees are invited to comment on what they liked about the training materials and content, what they would change with regard to training materials and content, which styles/approaches the trainer used effectively, and which styles/approaches for which they have suggestions. These freeform text answers are often the most helpful in making positive changes to the training program. Here are some examples:

- Some trainee comments indicate the need for additional exercises which encourage more self sufficiency, in addition to the fully stepped out exercises. In other words, they want to be able to apply their new knowledge in a more realistic way. To meet this need, daily CAPS Treasure Hunts have been added, to allow trainees to fully assimilate the information they learned that day and put it to use in the CAPS training database.
- Another need identified is more of an overall umbrella explanation of each section or screen before beginning the complete description of the screen. Northrop Grumman recommends that an additional column be added to the complete list of all CAPS screens and acronyms. With the Department's help, the new column could identify a general explanation of "when you use this screen/what you do here" in language that makes the most sense to field staff. This type of tool may also partially meet the need for a cheat sheet indicating what trainees need to do in different situations (If "this," then "that."). The examples given on the evaluation were: "If you have a new client, here is what you do. If you have a removal, this is what we do. If court happens, then do this. Sort of a help book organized by topic." Currently, the training guide is organized in topical sections, and there is a Table of Contents lining out the contents of those sections, and an alphabetical index based on the CAPS screen name.
- Several trainees comment on the desire to shorten the duration of the CPS training. Northrop Grumman is open to doing this if the Department supports it. One way this can be accomplished is by moving some of the content to Captivate demonstrations. Many people on the survey indicate that the amount of content can be overwhelming and that they are unable to retain it all. More details regarding this recommendation can be found in Section 3.5 and Section 7.
- Some trainees desire a better connection between policy and the CAPS screens and training. One evaluation mentions the potential for intertwining CAPS training with MCAN.

Northrop Grumman is happy to discuss potential changes based on these and other specific comments contained in training evaluations. The new employee CAPS training evaluation form can be found in Appendix A.

Because the agenda for advanced training sessions varies, the standard evaluation form used in the new employee training sessions does not apply. Rather than being asked to comment on each section, workers are asked to comment on the usefulness of the topics chosen, the time allotted to each topic, the usefulness of any handouts or documentation, and to give a "grade" to the training session. This evaluation form helps the CAPS trainer to adjust the advanced training sessions as necessary, based on the comments provided by workers attending those sessions. The advanced CAPS training evaluation form can be found in Appendix B.

4.4 Training Needs Assessment Survey

In January of 2012, the Training Needs Assessment Survey link was sent via email to CAPS system users. The DPHHS CAPS Computer Systems Specialist sent notification of the survey via e-mail to DPHHS-CFSD workers in all regions, tribal social services workers, and Central Office workers. Workers were given two weeks to complete the survey and return it electronically to the CAPS trainer using a tool called Survey Monkey. This tool allows for robust filtering and reporting.

Section 5 details the responses for the questions posed on the 2012 Training Needs Assessment Survey. Please note that some questions allowed for more than one response.

5 2012 TRAINING NEEDS ASSESSMENT SURVEY

The following section details the questions that were asked in the 2012 Training Needs Assessment Survey along with the responses that were received.

It is estimated that approximately 579 workers who use the CAPS system were invited to complete and return a survey this year. The announcement was sent to the HHS CFSD and HHS CAPS JUVPRO2 lists, along with a representative for Provider Licensing and a representative for the tribes. With the addition of the JUVPRO2 list this year, the number of workers receiving the survey invitation increased by more than 100 people, causing a change in the total survey return percentage. A total of 94 responses were submitted which constitutes a return of 16%. (Last year, the survey was sent to 428 CAPS users and 110 responses were received, for a return of 26%.)

Survey Question #1
Survey response totals by **AGENCY AFFILIATION**:

Answer Options	Response Percent	Response Count
Child Protective Services	92.6%	87
Tribal Social Services	0.0%	0
Other	7.4%	7

Survey Question #2
Survey response totals by **PRIMARY COUNTY/TRIBE**:

Answer Options	Response Percent	Response Count	Region
Central Office	6.4%	6	CO (9)
Beaverhead	0.0%	0	4
Big Horn	1.1%	1	3
Blaine	0.0%	0	2
Broadwater	0.0%	0	4
Carbon	1.1%	1	3
Carter	0.0%	0	1
Cascade	7.4%	7	2
Chouteau	0.0%	0	2
Custer	5.3%	5	1
Daniels	0.0%	0	1
Dawson	2.1%	2	1
Deer Lodge	0.0%	0	4
Fallon	1.1%	1	1
Fergus	4.3%	4	3

Flathead	11.7%	11	5
Gallatin	1.1%	1	4
Garfield	0.0%	0	1
Glacier	1.1%	1	2
Golden Valley	0.0%	0	3
Granite	0.0%	0	4
Hill	0.0%	0	2
Jefferson	0.0%	0	4
Judith Basin	0.0%	0	3
Lake	1.1%	1	5
Lewis and Clark	9.6%	9	4
Liberty	1.1%	1	2
Lincoln	2.1%	2	5
Madison	0.0%	0	4
McCone	0.0%	0	1
Meagher	0.0%	0	4
Mineral	1.1%	1	5
Missoula	8.5%	8	5
Musselshell	3.2%	3	3
Park	0.0%	0	4
Petroleum	0.0%	0	3
Phillips	1.1%	1	1
Pondera	0.0%	0	2
Powder River	0.0%	0	1
Powell	1.1%	1	4
Prairie	0.0%	0	1
Ravalli	3.2%	3	5
Richland	1.1%	1	1
Roosevelt	2.1%	2	1
Rosebud	0.0%	0	1
Sanders	1.1%	1	5
Sheridan	0.0%	0	1
Silver Bow	6.4%	6	4
Stillwater	0.0%	0	3
Sweetgrass	0.0%	0	3
Teton	0.0%	0	2
Toole	0.0%	0	2
Treasure	0.0%	0	1
Valley	0.0%	0	1
Wheatland	0.0%	0	3
Wibaux	0.0%	0	1
Yellowstone	13.8%	13	3
Blackfeet	0.0%	0	TR
Crow	0.0%	0	TR
Flathead	0.0%	0	TR

Fort Belknap	0.0%	0	TR
Fort Peck	1.1%	1	TR
Northern Cheyenne	0.0%	0	TR
Rocky Boy	0.0%	0	TR

Survey Question #3

Survey response totals by **STAFF TYPE**:

Answer Options	Response Percent	Response Count
Administrative Support	10.6%	10
Case Aid	5.3%	5
Centralized Intake	3.2%	3
Central Office (All Staff)	6.4%	6
CPS Specialist	45.7%	43
Family Group Conference Coordinator	1.1%	1
Fiscal Officer	1.1%	1
Licensing Worker	11.7%	11
Other	4.3%	4
Permanency Plan Specialist	1.1%	1
Program Assessment Specialist	1.1%	1
Regional Administrator	0.0%	0
Supervisor	8.5%	8
Transitional Living Specialist	0.0%	0

Survey response totals by **PHYSICAL LOCATION** (percentage is based on estimated number of workers in each region):

REG 1	REG 2	REG 3	REG 4	REG 5	CO	TRIBAL
12	9	22	17	27	6	1
13%	10%	23%	18%	29%	6%	0%

Survey Question #4

Survey response totals by **YEAR OF HIRE**:

Answer Options	Response Percent	Response Count
Prior to 2008	52.1%	49
2008	2.1%	2
2009	3.2%	3
2010	6.4%	6
2011	10.6%	10
2012	25.5%	24
2013	0.0%	0

5.1 Survey Question #5

Do you know how to register for CAPS training sessions?

Answer Options	Response Percent	Response Count
Yes	91.0%	81
No	9.0%	8

Eighty-one workers (91%) responded that they did know how to register for CAPS training sessions. Eight workers (9%) responded that they did not know how to register for CAPS training sessions.

5.2 Survey Question #6

Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?

Answer Options	Response Percent	Response Count
Yes	88.8%	79
No	11.2%	10

Seventy-nine workers (88.8%) responded that they did receive CAPS system training within six months of their hire date. Ten workers (11.2%) responded that they did not receive CAPS system training within six months of their hire date.

5.3   Survey Question #7

How long do you feel a worker should be at their job prior to attending CAPS system training?

Answer Options	Response Percent	Response Count
1 week - 1 month	55.1%	49
1 month - 2 months	25.8%	23
3 months - 4 months	14.6%	13
5 months - 6 months	4.5%	4

Forty-nine workers (55.1%) responded that they felt someone should attend CAPS training within 1 week – 1 month of their hire date. Twenty-three workers (25.8%) felt someone should be at their job 1 month – 2 months, thirteen workers (14.6%) felt someone should be at their job 3 months – 4 months and four workers (4.5%) felt someone should be at their job 5 months – 6 months prior to attending CAPS training.

The CAPS trainer believes workers should have an appropriate amount of time on the job prior to coming to CAPS system training. This allows them to obtain a feel for what their job entails so they are better able to relate their job tasks to the specific areas of the CAPS system. There is no set definition of "appropriate amount of time", however, there have been instances when workers have attended training within the first week or two of hire and the CAPS trainer believes this is too soon, as those workers expressed frustration and a feeling of being overwhelmed and unsure which information pertained to their specific job duties.

Many survey respondents took time to enter comments regarding CAPS training in answer to questions twenty-seven through thirty. Several of these responses support the idea of getting some experience and exposure on the job prior to attending CAPS training, and several responses offer additional insight into how long a person should wait before attending CAPS training. Some respondents indicate that if you attend CAPS training too soon, then there are multiple weeks of MCAN and no time to practice what you learned on CAPS, which causes trainees to lose what they learned. While it is never too late to receive training, the CAPS trainer also believes that workers should attend training within the first six months of hire. This allows them to learn how to enter data into the system the correct way and avoid learning bad habits or obtaining inaccurate information about how to enter data from other resources.

Northrop Grumman recognizes that new employees join the Department at various times, which makes it difficult to attain the ideal timing for each person's training program. If the Department desires, Northrop Grumman is happy to pursue creation of online training modules to help bridge the gap between when an employee is hired and when they can attend CAPS training.

5.4   Survey Question #8

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

Answer Options	Response Percent	Response Count
I have requested training	24.1%	7
I have utilized training	79.3%	23

Respondents were allowed to pick one, both, or neither choice on this question. Seven workers (24.1%) responded that they have requested training on additional programs. Twenty-three workers (79.3%) responded that they have utilized available training on other programs.

5.5   Survey Question #9

What specific items that do not have training available on the OURS site, would you like receive training on?

Workers were given the opportunity to list any items/programs that they would like to receive training on. A list of these items/programs can be found in Appendix I.

5.6   Survey Question #10

Refresher CAPS system training sessions offer workers an opportunity to receive hands-on, in-person training on all recent CAPS changes. Workers have the opportunity to practice working with the changes in a safe, training environment. Refresher training sessions also offer workers the chance to discuss any specific system issues that they need assistance with at that time. All employees are offered this one day CAPS system training at three different times per year. Have you ever attended a CAPS refresher training session?

Answer Options	Response Percent	Response Count
Yes	10.1%	9
No	89.9%	80

Nine workers (10.1%) responded that they have attended a CAPS refresher training session. Eighty workers (89.9%) responded that they have never attended a CAPS refresher training session.

5.7   Survey Question #11

During 2012, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

For this question, workers were given seven factors, as well as an option of "other" if one of the listed factors did not apply. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

Answer Options	Response Percent	Response Count
Did not receive notice ongoing/advanced CAPS training sessions were being offered.	11.0%	8
My request to attend was not approved by management.	1.4%	1
The distance to travel is too far.	21.9%	16
The material being covered in the sessions is not what I need.	11.0%	8
I don't feel that I need refresher/advanced system training.	35.6%	26
The dates that the sessions are offered are not convenient.	19.2%	14
I don't use CAPS, or "other" reason. Please explain (150 characters max)	23.3%	17

A complete list of comments from workers who selected "other" or made general comments regarding advanced CAPS training sessions can be found in Appendix J.

5.8   Survey Question #12

When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during quarterly policy webinars?

Answer Options	Response Percent	Response Count
Yes	85.4%	76
No	14.6%	13

Seventy-six workers (85.4%) responded that they would like to see CAPS system changes co-presented during quarterly policy webinars, if policy changes affect CAPS system use. Thirteen workers (14.6%) do not want CAPS system information co-presented during quarterly policy webinars.

5.9   Survey Question #13

Of any of the recent CAPS changes, would you like any additional information or training?

Answer Options	Response Percent	Response Count
No	82.0%	73
Yes. Please list the specific changes you would like.	18.0%	16

Seventy-three workers (82%) indicate they do not want additional information or training on recent CAPS changes. Sixteen workers (18%) indicate interest in additional information or training on recent CAPS changes. A list of comments regarding recent CAPS changes and the desire to have additional information or training can be found in Appendix K. One item that received multiple mentions is the ACTD screen and the addition of the DD services field. Northrop Grumman would like to work with the Department on creation of an "update bulletin" to cover the identified items, to ensure CAPS users are well informed and know how to properly use the CAPS screens.

5.10 Survey Question #14

When you experience CAPS system issues/problems, who do you contact or where do you go for help? (CHECK ALL THAT APPLY):

For this question, workers were given nine points of contact for receiving assistance when they run into system problems or have questions regarding system functionality. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses and percentages, are identified in the table below:

Answer Options	Response Percent	Response Count
A co-worker	70.5%	62
My supervisor	45.5%	40
CAPS Help Desk	88.6%	78
CAPS Computer Systems Specialist (Margaret Jennings-Jeffrey)	8.0%	7
CAPS Liaison (Lou Walters)	1.1%	1
CFSD Program Office	0.0%	0
CAPS Training Guide	29.5%	26
CAPS Training Website	9.1%	8
DPHHS Help Desk	25.0%	22

5.11 Survey Question #15

When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

For this question, workers were given eight options for identifying how they attempt to correct data errors in the CAPS system. Workers were given the option of selecting multiple options, if appropriate. The listed options, along with their total number of responses and percentages, are identified in the table below:

Answer Options	Response Percent	Response Count
Try to correct the problem myself.	71.8%	61
Ask a co-worker for help correcting the problem.	45.9%	39
Ask my supervisor for help correcting the problem.	42.4%	36
Call the CAPS Help Desk for help correcting the problem.	82.4%	70
Call the Program Office for help correcting the problem.	4.7%	4
Call Margaret Jennings-Jeffrey for help correcting the problem.	9.4%	8
Ignore it if the error was created by another worker. It's not my problem.	0.0%	0
Ignore it unless it is causing me to not be able to enter other information.	5.9%	5

5.12 Survey Question #16

Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?

Answer Options	Response Percent	Response Count
Yes	77.5%	69
No	22.5%	20

Sixty-nine workers (77.5%) responded that they were aware of how the information that they enter into the CAPS system is utilized. Twenty workers (22.5%) responded that they have not been informed, or were not aware, of how the information they enter into the CAPS system is utilized.

5.13 Survey Question #17

Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

Answer Options	Response Percent	Response Count
Yes	83.1%	74
No	16.9%	15

Seventy-four workers (83.1%) identified that they felt knowing how the information that they enter into CAPS is utilized is important. Fifteen workers (16.9%) felt that it was not important for them to know how the information that they enter into CAPS is utilized.

As part of this survey question, workers were also invited to make any comments regarding why they felt knowing how the information they enter into the CAPS system was or was not important. These comments can be found in Appendix L.

5.14 Survey Question #18

Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

Answer Options	Response Percent	Response Count
Yes	30.3%	27
No	69.7%	62

Twenty-seven workers (30.3%) identified that they do know which screens and data in CAPS need to be completed when supervising an out-of-state client. Sixty-two workers (69.7%) identified that they do not know which screens and data in CAPS need to be completed when supervising an out-of-state client.

5.15 Survey Question #19

Training Materials: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can they be improved or why do you not use them) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	28.1%	25
2 - Sometimes helpful	38.2%	34
3 - Sometimes helpful, sometimes not helpful	21.3%	19
4 - Not helpful at all	3.4%	3
5 - Do not use this resource	9.0%	8

For this set of questions, workers were asked to use the above rating scale to rate the usefulness of the CAPS training materials that they receive during the new employee CAPS training sessions, the CAPS Help Desk, the online field and screen help they access by pressing the F1 key on a specified field in the CAPS system and the CAPS training website.

Thirty-four workers (38.2%) rated the training materials as "sometimes helpful." Twenty-five workers (28.1%) rated them as "very helpful."

Northrop Grumman does recognize that CAPS training materials would naturally become less helpful over time, due to system enhancements, or the user's expanding level of CAPS experience. When system enhancements are made, changes to the training materials (often accompanied by online demonstrations) are updated on the CAPS training website as soon as possible. This allows workers to access up-to-date training materials and handouts at any time, and the information can be accessed, and printed if desired, directly in their own office.

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix M.

5.16 Survey Question #20

Help Desk: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can they improve or why do you not use them) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	69.7%	62
2 - Sometimes helpful	19.1%	17
3 - Sometimes helpful, sometimes not helpful	6.7%	6
4 - Not helpful at all	0.0%	0
5 - Do not use this resource	4.5%	4

The CAPS Help Desk continues to receive very positive reviews. There were no responses identifying that the help desk was "not helpful at all." An overwhelming majority of workers rated the help desk as "very helpful", with a few workers adding additional comments about the excellent service they receive from the help desk staff.

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix M.

5.17 Survey Question #21

DPHHS Tech Support Help Desk: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can they improve or why do you not use them) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	57.3%	51
2 - Sometimes helpful	28.1%	25
3 - Sometimes helpful, sometimes not helpful	3.4%	3
4 - Not helpful at all	0.0%	0
5 - Do not use this resource	11.2%	10

The DPHHS Help Desk continues to receive positive reviews. There were no responses identifying that the help desk was "not helpful at all." There were a few comments regarding the fact that DOC cannot use this resource, but there were no negative comments made about the help desk staff. A majority of workers rated the help desk as "very helpful", with a few workers adding additional comments about the excellent service they receive from the help desk staff.

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix M.

5.18 Survey Question #22

Online Help: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can this be improved or why do you not use this) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	6.7%	6
2 - Sometimes helpful	16.9%	15
3 - Sometimes helpful, sometimes not helpful	11.2%	10
4 - Not helpful at all	3.4%	3
5 - Do not use this resource	61.8%	55

CAPS Online Help (F1) is not being used by almost sixty-two percent of respondents. It is of some concern that many workers still identify that they did not know online help exists or that they do not know how to use online help or cannot find answers to their questions there. This feature has been available for a long time. Online help availability and functionality is mentioned during all CAPS training sessions. Northrop Grumman supports additional methods of getting the word out about online help and will support the Department in this endeavor, if the Department desires.

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix M.

5.19 Survey Question #23

Training Website: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can this be improved or why do you not use this) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	7.9%	7
2 - Sometimes helpful	15.7%	14
3 - Sometimes helpful, sometimes not helpful	10.1%	9
4 - Not helpful at all	3.4%	3
5 - Do not use this resource	62.9%	56

It is of some concern that many workers (approximately sixty-three percent) still identify that they do not use this resource. The CAPS Training Website has been available for a long time and it is mentioned at every CAPS training session, and demonstrated at all new employee sessions. The link to the training website has been added to the Function Key template, and the link is included with every major enhancement notification that goes out to field workers. Northrop Grumman recommends an update of the site, to enhance the functionality of the site and increase the site's use. Some survey respondents indicate that have difficulty locating specific information and others indicated that the site is difficult for them to navigate. One idea for the Department's consideration is to add a search function to the site. We recognize that CAPS users are very busy and need to be able to locate items quickly or they will not use this resource.

Workers were invited to make any additional comments regarding the available help resources. All comments can be found in Appendix M.

5.20 Survey Question #24

CAPS Advanced Training Classes: Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource. If you select option 4 or 5, please provide your reasons (how can this be improved or why do you not use this) in the comment box below:

Answer Options	Response Percent	Response Count
1 - Very helpful	6.7%	6
2 - Sometimes helpful	10.1%	9
3 - Sometimes helpful, sometimes not helpful	1.1%	1
4 - Not helpful at all	2.2%	2
5 - Do not use this resource	79.8%	71

For this question, workers were asked to rate the usefulness of the CAPS Advanced Training Classes. It is of some concern that a large majority of workers identify that they don't use this resource. Northrop Grumman supports the Department's efforts to analyze the current arrangement and potentially explore other options.

As part of this survey question, workers were also invited to make any additional comments regarding the advanced training classes. Some respondents indicate time or traveling to Helena as a barrier to attending CAPS Advanced Training Classes. Others indicated an interest but the sessions seem to get cancelled. Some respondents indicate they'd like to attend CAPS Advanced Training because they attended their initial CAPS training too soon in their CPS career, and by the time they completed the other weeks of required trainings, they could not remember how to use CAPS. One person even indicates that CAPS training would ideally be the last one a person attends, so they can go right to work using CAPS. The full text of the comments can be found in Appendix M.

5.21 Survey Question #25

How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?

For this question, workers were asked to identify how much time they spend entering or retrieving information from the CAPS or DocGen systems. Times are broken down into the various staff types identified in the survey.

Staff Type	1-2h	3-4h	5-6h	6+h
Admin Support	2	3	2	3
Case Aid	3	2	0	0
Centralized Intake	0	1	1	0
Central Office	3	1	1	1
CPS Specialist	19	17	2	2
FGDM Coordinator	1	0	0	0
Fiscal Officer	0	0	0	1
Licensing Worker	7	4	0	0
Other	3	1	0	0
Permanency Plan Specialist	1	0	0	0
Program Assessment Specialist	0	0	0	1
Regional Administrator	0	0	0	0
Supervisor	5	2	0	0
Transitional Living Specialist	0	0	0	0
TOTAL	**44**	**31**	**6**	**8**

It is interesting to note that many workers comment that they feel they spend too much time using the computer to enter their case information and yet the vast majority of total workers identified that they spend less than or up to half of their work day using the system for entering or accessing information.

5.22 Survey Question #26

Currently, the CAPS training website (http://vhsp.dphhs.mt.gov/sevp/caps/index.htm) contains such information as the training schedule, updated training guides, screen guides, system documentation and links to other departmental websites. How often do you access the CAPS training website?

Answer Options	Response Percent	Response Count
I always use the CAPS training website.	3.4%	3
I sometimes use the CAPS training website.	16.9%	15
I rarely use the CAPS training website.	19.1%	17
I never use the CAPS training website.	33.7%	30
I was not aware there was a CAPS training website.	27.0%	24

For this question, workers were given the opportunity to identify how often they access the CAPS training website for information. Several workers identified that they never use the training website and, once again, quite a few workers indicated that they were not even aware that a training website existed. The training website has been available for several years and workers are directed to the website for training registrations, training on enhancements and for various other system related documentation. Training on use of the CAPS Training Website is now included in the training for all new employees.

The training website holds unlimited potential for meeting the training needs of the Department. Northrop Grumman recommends that the site be refreshed and potentially reorganized such that new employees can find items more easily, or the idea of adding a search function to the site could be explored. Often, it is a useful technique to refresh the look and feel of a website in order to increase the usage of the site.

5.23 Survey Question #27

CAPS Training Methodology (Currently, sessions are in Helena / in person/ hands-on classroom training)

Answer Options	Response Percent	Response Count
1 - I like the way it is now.	42.7%	38
2 - I would like the same length, but available remotely	25.8%	23
3 - I would like a shorter training	7.9%	7
4 - I would like a longer training	3.4%	3
5 - I would like a shorter training, then to return for a follow up after a month	20.2%	18

For this question, workers were given the opportunity to identify a preference on the CAPS training methodology. The above table indicates the choices given. The bulk of responses indicate they like the way it is now (in Helena/ in person/ hands-on classroom training). The next largest group likes the length of the sessions, but prefers to have classes available remotely. Over one fifth of respondents (20.2%) would like to have a shorter initial training session with follow up training after one month on the job.

As part of this survey question, workers were also invited to make any additional comments regarding the CAPS training methodology. The majority of these comments seem to fall into three general categories:
1. A week is too long, either to be away from the office or it's just too long to attend to all the topics presented.
2. Travel to Helena makes things difficult. Some of these responses also indicate the idea of remote training. One person indicated "I would rather do the CAPS training on line that (sic) MCAN."
3. With CAPS, it's best to get some initial training, and then go use it a while to do your job, and then come back for follow up training.

Additional comments with multiple responses are: It all seems easier in a training environment but when you go back to the office, questions arise; refresher training would be good; CAPS training should be done in conjunction with other training, such as MCAN; CAPS training should be longer, so as to cover everything involved in working an entire case from start to finish, in order. The full text of all comments can be found in Appendix N.

5.24 Survey Question #28

CAPS Training Content Volume (Amount of information presented; is there enough content/too much content for one session, etc.)

Answer Options	Response Percent	Response Count
1 - Just right	64.0%	57
2 - Too much information presented; I could not absorb it all	33.7%	30
3 - Too little information was presented; I could have used more	2.2%	2

For this question, workers were given the opportunity to identify a preference on the CAPS training content volume. The above table indicates the choices given. The bulk of responses (64%) indicate the like content volume is just right. The next largest group (almost 34%) indicates that too much information was presented; they could not absorb it all.

Workers were invited to make any additional comments regarding the CAPS training content volume. The majority of these comments fall into three general categories:
1. It's hard to absorb it when you don't have some CAPS and CPS experience. Training makes more sense once you do some field work. As one person stated: "If an employee has been here longer, they absorb more of the information."
2. The connection between the CAPS screens and information and how to apply it needs to be made clearer. Responses indicate that it's not always clear how it directly applies to cases, and it's difficult, especially for brand new people, to translate this into real world scenarios.
3. It feels like it's way too much to absorb/cramming a lot into a week.

One additional noteworthy comment: "It focused on screens I never access and not enough on the screens I access all the time." Northrop Grumman looks forward to working with the Department to implement necessary changes to CAPS training. The full text of all comments can be found in Appendix N.

5.25 Survey Question #29

CAPS Training Content Order (the order in which CAPS topics are presented at training)

Answer Options	Response Percent	Response Count
1 - Just right	93.3%	83
2 - I suggest training topics be reordered as indicated in the box below	6.7%	6

For this question, workers were given the opportunity to identify a preference on the CAPS training content order. The above table indicates the choices given. Over ninety-three percent (93.3%) of respondents indicate the order of CAPS topics at training is just right. Six people suggested the topics be reordered.

Workers were invited to make any additional comments regarding the CAPS training content order. Several comments indicate a need for training to follow the order of a case, start to finish, and a need to connect this with why the information is needed, and why the cases are worked in the identified order. Northrop Grumman looks forward to examining CAPS training with the Department in light of these suggestions. In addition, having a policy representative or data quality expert as guest speakers at the training sessions may be helpful for trainees to make these all important connections.

The full text of all comments can be found in Appendix N.

5.26 Survey Question #30

Additional comments:

All workers who completed and returned a survey were invited to make any additional comments regarding any CAPS training or system issues, or if they wanted to provide additional comments to answers they had made on previous questions in the survey. Two main trends are visible in these comments: CAPS is outdated/unfriendly; and workers needs to know exactly where to go to make updates and need specific information on pathways to use to do the tasks they need to do using the system. The full text of all comments can be found in Appendix O.

6 PLAN FOR CONTINUOUS MONITORING

The 2012 Training Needs Assessment is not intended to provide permanent solutions for CAPS training needs. It is part of a continuous process of examining the changing needs of CAPS system users. In response to those needs, a training needs assessment will be provided annually by Northrop Grumman based on information gathering techniques similar to those used for this assessment. Training will be provided and modified based on the needs of the client, suggestions made on training evaluations, any system changes that take place throughout the year, any technological changes that have taken place in the previous year, and the projected changes for the coming year.

7   RECOMMENDATIONS

Northrop Grumman's goal for CAPS training in the year 2013 is to refine the program, with the Department's guidance, to meet the current needs of users as identified on the survey. The combination of lecture, PowerPoint presentation, live demonstrations, and hands-on practice that workers receive during the initial CAPS training session is the optimum training method for new employees. The opportunity to experience the "real" system in a "training" system environment, the ability to make mistakes and then learn how to avoid or fix them, the opportunity to receive personal assistance and attention, meet other CAPS system users and ask as many questions as necessary is invaluable for any individual new to a computer system. Because policy is not currently being verbally addressed during CAPS training sessions, some workers struggle with making connections between the screens they are taught how to use, and the actual case work they are expected to complete. CAPS trainees receive, and are expected to have reviewed, a pre-training guide before attending their training session. They also receive a training manual and a keyboard template during training so they can take notes and have a follow-up resource available to them when they return to their offices. Training materials (training guides and handouts) are not generic. Each training session has training materials designed specifically to address the system needs of that particular training (for example, licensing workers will not receive the same training materials as CPS specialists.)

Detailed screen guides are completed for each screen in the CAPS system to include a screen shot, a brief description of the screen's use and field-by-field descriptions for the screen. The majority of screens have been completed and the information is available on the training website. The CAPS training guides can be modified to include these detailed screen guides, if the Department desires. The benefit of including screen guides in the training manual is they contain information on each field on the screen, whereas the training manual hits on the highlights of each screen. As an additional help, online training modules could be created for each screen and placed on the training website, so workers would not only have the detailed field descriptions, but also be able to view how a screen is completed.

Another recommendation would be to create an online training module for the "system overview" section of each training module. Currently, this section takes approximately one to two hours to complete during classroom training as it contains all the system functionality workers need to know before using the CAPS system – logging in, navigation, how to get help, etc. An online training module could be implemented and sent to workers for them to complete prior to attending training. This would allow them to come to training with that information already learned and, potentially, eliminate the first half-day of classroom training. Another section that would be an ideal candidate for creating an online module would be the "inquiry only" screens. Currently this segment of training takes approximately three to four hours, depending on the questions of the group.

The goal of the CAPS trainer is to enhance what is already working well and to make additions and/or modifications to the training program that will improve the training delivery, thereby working toward a program that is both comprehensive and which optimizes a worker's time

spent in training. Northrop Grumman aims to meet the needs of CAPS users and will work with the Department to refine the training program as necessary, based on input from field staff.

The question of "how soon should I attend a CAPS training session" is something that is often asked. Per CFSD policy, employees should attend a CAPS training session within six months of hire. A question in this year's survey asked workers how long they felt workers should be on the job prior to attending CAPS system training. Fifty-five percent of workers responded that they felt CAPS system training should occur between one week and two months of hire. Almost twenty-six percent of respondents feel it's best to delay CAPS training until they have at least one to two months of on the job experience. The CAPS trainer believes that, ideally, CAPS training should definitely occur within the first six months. This will enable all new employees to get started "on the right foot" and prevent them from becoming frustrated by not knowing how to use the system, or learning something incorrectly because "this is the way my co-workers have always done it."

When a new employee attends CAPS system training is currently dictated mostly by their hire date and the dates of the next scheduled CAPS training, as well as their schedule for the multiple weeks of MCAN training. There have been numerous sessions where workers have attended CAPS training within days of their hire date. Several comments on this year's survey indicate that attending CAPS training too soon is not beneficial to the worker. Most of the time, if they attend training too early, they are not yet aware of what their job entails. Having some 'on the job' experience helps trainees get a feel for which screens are most important.

An important item to note is that training room availability can be limited. Because the training room is "owned" by DPHHS and not just Child and Family Services, several different agencies/groups are able to schedule the use of the training facility. This is just something for the Department to be aware of in case there is noticeable delay in scheduling "as requested" training sessions. Any "special requests" for training will have to be scheduled when the room and the CAPS trainer are available. CAPS training sessions for 2014 will be identified and put on the DPHHS Training Room calendar as early as possible The CAPS trainer is more than willing to work with the Department to schedule CAPS training sessions around other Department training, but it is not always possible to reschedule without advanced notice.

Recommendations: Northrop Grumman recommends that the current format for new employee social worker and provider licensing training sessions remain unchanged, with the exception of possibly creating an online training module for "system overview", which would potentially eliminate the first half-day of classroom training, and "inquiry screens" which would potentially eliminate the last 3 hours of training. Northrop Grumman is also open to discussing ways to connect the CAPS content with the policies and procedures.

Northrop Grumman recommends that advanced/refresher training sessions for social workers and provider licensing workers be reevaluated due to this year's survey responses so that any necessary changes can be made. The CAPS trainer will make every effort to be available to attend and present CAPS system information during the regional policy meetings, or other Department meetings or webinars, if requested to do so by the Department. The CAPS trainer is often available to conduct refresher training sessions or

training on major system enhancements via WebEx, which allows for workers to attend without travel.

Northrop Grumman recommends that training sessions for new Juvenile Probation/Parole workers, new Centralized Intake workers and new Transitional Living Specialist workers, and other specialized groups of workers continue to be scheduled on an "as needed" basis only. The CAPS trainer will continue to make every effort to schedule sessions in a timely manner in order to avoid a lengthy delay for the workers requesting and/or needing training.

Advanced training sessions or online modules can be used to focus on system specifics for experienced workers, reviewing how to enter data in CAPS to reflect changes in policy, or for an opportunity for workers to cover specific examples from their home office. Advanced system training sessions offer an excellent opportunity to cover any major system enhancements over the past year, allowing ample time to apply a strong focus to a few different areas of the system, rather than the general overview of the entire system that new employees receive during the initial CAPS training sessions.

Because attendance at advanced training sessions has been minimal to non-existent over the past several years, it is the recommendation of Northrop Grumman that advanced training sessions be reevaluated to determine how to best proceed. However, Northrop Grumman believes that everyone benefits from additional system training, especially on system changes or additions. Training on system changes or additions could be accomplished through the use of Captivate demonstrations and additional training materials on the training website. Online modules that cover commonly requested CAPS topics from past advanced training sessions could be produced. This would not only allow workers to review the training in their own offices in a timely manner and on their own time schedule, but would also encourage workers to use the training website on a more regular basis.

Some workers commented in their survey response that they would like to attend advanced training but felt travel to and from training for one day was cost prohibitive. Presenting training via online modules or WebEx would also alleviate the need for travel and workers could attend all or part of a session, as their schedule permitted.

It is the understanding of the CAPS trainer that the Department has a policy to require employees to attend an advanced training session if they have received CAPS system training within the past five years, or to attend a regular CAPS training session if their original CAPS training was more than five years ago. This will enable all Department employees to receive training on a regular basis without having the conflict of wanting to receive more training but not wanting to neglect their caseload. Several workers commented in the training survey that they would love to receive additional training, but just do not feel they can ask for time away from the office.

The DPHHS Program Bureau has also requested, in the past, that CAPS system training be included in the regional policy training agenda. Attendance at one of the regional meetings has been required for every Child and Family Services Division (CFSD) employee. The addition of

CAPS training during these meetings would be very appropriate since many changes to the CFSD policy require changes to the CAPS system and the data that workers are required to enter into the CAPS system. By including a CAPS system training session in the regional policy meetings, this would also eliminate additional travel and time away from the worker's office, and provide a guaranteed audience for important system training issues and/or data quality issues. There have been suggestions on the training survey that workers receive additional CAPS system training at least once per year and since workers are required to attend these policy meetings, including CAPS to the agenda would address this suggestion.

Recommendations: Northrop Grumman recommends that the Department consider allowing advanced training sessions to be conducted via online modules or WebEx, allowing more employees to attend and eliminating travel costs. Training conducted using online modules also has the benefit of being reusable, when posted on the CAPS Training Website.

Northrop Grumman recommends that the training website be used as the main avenue for disseminating information and training on any system changes that occur during the year. The CAPS trainer will continue to make every effort to ensure that all training materials (training guides, Captivate demos, screen guides, etc.) are updated as soon as possible after a change is migrated to production. Use of the training website as a way to obtain information regarding system changes, and the time workers spend accessing this information, would need to be strongly supported by the Department.

Northrop Grumman recommends the Department strive to enforce the requirement for employees who have received CAPS training within the last five years to attend an advanced training session and to a requirement for employees who have received CAPS training more than five years ago to attend a regular CAPS training session. However, Northrop Grumman also recognizes that, due to budget constraints and worker caseloads, this may not be possible.

Northrop Grumman recommends that CAPS system training continue to be considered as an option during the annual regional policy meetings. Conducting training during this time would alleviate travel budget concerns for the Department and would keep all workers "up to speed" on any system changes or areas that have been identified as "problem spots" for timely and accurate data entry.

Lou Walters, CAPS Liaison with CFSD, has attended new employee training sessions in the past to talk with workers about the importance of timely and accurate data entry. Central Office representation at CAPS training sessions during 2012 was conducted on a semi-regular basis and the CAPS trainer believes it is important for the Department to be involved in each training session for a couple of reasons. First, it is helpful for workers to hear about the importance of timely and accurate data entry from someone other than the CAPS trainer and, second, it is important for workers to hear that the information they enter into the system is used by other workers and the different ways that information is used. Too often, workers do not know how the information that they are entering into the CAPS system is used for state and federal reporting purposes and, if they are made aware of this, it makes it much easier to understand the

importance of entering all the data the Department is asking them to enter. It is the hope of the CAPS trainer that data quality training will continue throughout the 2013 training year.

New employees attending social worker training sessions continued to receive Ergonomics training during 2012. This training is presented by Joe McAnally, Safety and Security Officer for DPHHS. The training includes a PowerPoint presentation on health issues caused by computer overuse, including Carpal Tunnel Syndrome. Workers also receive a handout that shows an ergonomically correct workstation setup. Workers have the option of working directly with Joe in setting up a workstation evaluation in their own office. Because Joe is also the Security Officer, workers have the opportunity to meet the person they would most likely be dealing with in case of threats or other security issues back in their office. Joe is invited to speak at all regular training sessions in 2013. This training lasts approximately 30 minutes.

Recommendations: Northrop Grumman recommends that a Central Office representative continue to provide a brief presentation on the importance of timely and accurate data entry, and how the data that workers enter into the CAPS system is used in reporting, during all new employee training sessions.

Northrop Grumman recommends that Ergonomics training continue to be presented during all new employee training sessions.

The 2013 CAPS training schedule was added to the CAPS training website. Workers have the ability to register for upcoming training sessions directly from the website. An e-mail message is automatically generated to the CAPS trainer identifying who the worker is and the dates of training they wish to attend. Workers can also register for training by contacting the CAPS trainer directly via phone or e-mail. Training confirmation letters and pre-training guides are mailed to registered workers approximately two weeks prior to their scheduled training session. An announcement of each training session is also distributed via e-mail one month prior to a scheduled training session. The DPHHS CAPS Business Analyst or the DPHHS CAPS Computer Systems Specialist sends these announcements. All regularly scheduled training sessions in 2013 will be held in the DPHHS Training Center, 2800 Airport Road, in Helena.

Recommendations: Northrop Grumman recommends that the CAPS training schedule continue to be available on the CAPS training website, that training announcements continue to be sent one month in advanced of the scheduled training date, and that training confirmation letters and pre-training guides continue to be mailed to each participant two weeks prior to their scheduled training session.

Currently, the CAPS training website makes updated system documentation immediately available to all workers. Items on the website currently include: training manuals, training handouts, screen guides, training schedule, training needs assessment survey and document, links to departmental websites, and e-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.

The CAPS trainer continues to update screen guides whenever systems changes occur and these updates are made available on the training website as soon as possible. Screen guides walk the

workers through every field on the screen identifying what information goes there, where information comes from (if defaulted from another location) and general details on how to complete each field.

Northrop Grumman is open to adding the screen guides to the training materials that are distributed in new employee training sessions. This will provide workers with more detailed "field-by-field" procedures when they return to their office after training.

Recommendations: Northrop Grumman recommends that the CAPS training website continue to be used as the central location for all CAPS related training and system documentation and that the items identified above and throughout the training survey are added as time allows for development and implementation.

Northrop Grumman recommends that the Department research options that will allow workers outside the state firewall (tribal social services and contract staff) to access the CAPS training website so that the website is a resource for all employees who use the CAPS system.

Workload, time, and budget constraints are often the culprit to blame for workers not being able to attend an "in person" training session. However, if system updates and more interactive materials are added to the training website in a timely manner, CAPS system training is included as part of the required annual policy meetings, and workers attend either an advanced training session or go back through a regular training session, this will address both issues of communicating changes timely and effectively and ensuring that workers receive exposure to a classroom-type training session on a regular basis. It is Northrop Grumman's goal to continue to provide CAPS system users with a positive training experience that facilitates learning, regardless of the method used.

8 APPENDIX A – CAPS TRAINING EVALUATION

TRAINING DATE:	HIRE DATE:
TITLE:	COUNTY/JUD DIST:

As the CAPS trainer, it is my goal to provide you with the highest quality training possible. Please help me by completing the following questions:

1. During this training, what do you expect to learn or be able to do differently than you do presently?

2. The following sections were covered during the course of this training. Use the chart below to indicate if you feel you would be able to use the concepts/screens associated with each section immediately when you return to your desk:

SECTION	YES	YES, WITH SUPPORT	NO	COMMENTS
System Overview				
Report/Referral				
Client Setup				
Provider Info				
Permanency Plan				
Services				
Maintenance				
Interfaces				
Payments				
Trust Accounts				

3.   Name one (or more) item(s) you **liked** about the training materials and course content (binders, exercises, overhead presentation, handouts, lecture, etc.):

_____
_____
_____

4.   Name one (or more) item(s) you **would change** about the training materials and course content:

_____
_____
_____

5.   Name one (or more) style(s)/approach(es) the trainer used which worked effectively:

_____
_____
_____

6.   Name one (or more) style(s)/approach(es) the trainer used which you would like to see changed:

_____
_____
_____

7.   Overall, describe how this course compares with your original expectations (question#1).

_____
_____
_____

8.   What did you get out of this course that you did not expect?

_____
_____
_____

9.   Additional comments:

_____
_____
_____

9   APPENDIX B – ADVANCED CAPS TRAINING EVALUATION

Your name (optional): _____   Date: _____

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
The topics for this advanced training were well chosen.					
The presentation was well organized.					
The handouts were helpful.					
There was enough time to discuss each topic.					
This training was worthwhile for me.					
Approximately what percentage of the information was helpful to you? *(Circle one)*	100%	75%	50%	25%	0%

What grade would you give the trainer(s) for today's presentation?   A   B   C   D   F

What could the trainer(s) have done better?

What was the best part of today's training?

Today's topics were selected from suggestions made in the Annual Training Needs Assessment Survey. Can you think of other topics that would have been helpful? (Please list)

Any additional comments?

10 APPENDIX C – CPS SPECIALIST TRAINING OUTLINE

I. **WELCOME**
  - A.   Introduction of Trainer and Guest Speakers
  - B.   Introduction of Class Participants
  - C.   Housekeeping Details
  - D.   Agenda

II. **SYSTEM OVERVIEW**
  - A.   Security
  - B.   Accessing and exiting the system
        Explain training database/logon ID's
        Password Maintenance
  - C.   Keyboard Functionality
  - D.   Online Help Resources
        Help Desk
  - E.   Screen Functions
        Fast Path
        Messages
        Screen Headings
        List/Detail concept
  - F.   Menus

III. **REPORT/REFERRAL**
  - A.   Searching for/Adding a Person

PERS	Person Search
PERL	Person List
PERD	Person Detail

  - B.   Referral Intake Process

RRRL	Report/Request List
CID1	Centralized Intake Detail 1
CID2	Centralized Intake Detail 2
RRD1	Report/Request Intake Detail 1
RRD2	Report/Request Intake Detail 2
RRD3	Report/Request Intake Detail 3

IV. **CLIENT SETUP**
  - A.   Initial Setup/Transfers/Security

AXED	Assignments/Transfers Detail
WMSG	Warning Message
CSLL	Caseload List
RELL	Relationship List
RELD	Relationship Detail

B.   Building Client History
  ADDL Address List
  ADDD Address Detail
  CLID Client Detail
  ICWD ICWA Detail
  SPND Special Needs
  EDHL Education History List
  MEDS Medical Summary
  MMHD Medical/Mental Health Detail
  MDTD Medication/Treatment Detail
  EMPL Employment History

V. PROVIDER INFORMATION
 A. Adding a Non-Licensed/Non-Contracted Provider
  PROS Provider Search
  PROL Provider List
  PROE Provider Entry
  PROD Provider Detail
  FSPL Facility Services Provided List
  PTID Provider Tax Identification Detail

 B. General Provider Details/Information
  PADL Provider Address List
  PADD Provider/Facility Address Detail
  PAKD Provider AKA Detail
  PIGD Provider Information (General) Detail

VI. PERMANENCY PLAN
 A. Client/Case Assessments and Reviews
  IARL Initial Assessment and Review List
  IARD Initial Assessment and Review Detail

 B. Permanency Plan Hearing Information
  PPHL Permanency Plan Hearing List
  PPHD Permanency Plan Hearing Detail

VII. SERVICES
 A. Non-Payable Services and Removals
  SERL Services List
  SERN Services Detail Non-Payable
  CREI CPS Removal Eligibility Information

 B. Court Events and Dispositions
  CRTL Court List
  CRTD Court Detail

C.   Placements
      CPHL   Client Placement History List
      PLAD   Placement Detail
      PLSH   Placement Status History
      LICH   Placement License History
      GARD   Guardianship Detail
      ADOD   Adoption Detail

D.   Payable Services/Supplemental Justification/Funding Eligibility
      SERP   Services Detail Payable
      SSJD   Supplemental Service Justification

E.   In Home Services
      SEIH   In Home Services

F.   Group Services
      GRSL   Group Services List

G.   Interstate Compacts
      ICPL   Interstate Compact List
      ICPD   Interstate Compact Detail
      ICAD   Interstate Compact Action Detail

H.   Transitional Living
      BSAS   Building Skills Plan Summary
      BSAE   Building Skills Evaluation

VIII. MAINTENANCE SCREENS
A.   Caseload Management and Client/Case History Screens
      ALER   Alerts
      ACTL   Activity List
      ACTD   Activity Detail
      ACT2   Activity Detail 2
      AKAD   Person Name AKA Detail
      STFL   Staff List
      EVEL   Event List
      SEAL   See All Client Screens
      USMD   User Maintenance Detail
      USML   User Maintenance List
      MIPD   Minors in Possession Detail
      SPTK   Supervisory Task List

B.   Notes and Document Generation Processes

IX.   INTERFACE SCREENS

    A.   Interface Resolution Process

        TIRD   CHIMES Interface Resolution Detail

        SIRD   SEARCHS Interface Resolution Detail

        SIR2   SEARCHS Interface Resolution Detail 2

        APRD   Absent Parent Resolution Detail

    B.   Foster Care Child Support Enforcement Referral

        SIID   SEARCHS Initial Inquiry Detail

        CSED   Child Support Enforcement Referral Detail

        CSCD   Child Support Child in Foster Care Detail

        CSFD   Child Support Father Detail

        CSF2   Child Support Father Detail 2

        CSMD   Child Support Mother Detail

        CSM2   Child Support Mother Detail 2

        PRID   Private Insurance Detail

    C.   TANF Emergency Assistance Application

        TIID   TANF Initial Inquiry Detail

        EARD   Emergency Assistance Request Detail

        EAR2   Emergency Assistance Request Detail 2

        EAWD   Emergency Assistance Services To Be Provided

X.   PAYMENTS

    A.   Approvals/Modifications/History

        PAYA   Payment Approval List

        CBPL   Client-Based Payment List

        CBPD   Client-Based Payment Detail

        PAFD   Payment Funding Detail

        CLPH   Client Payment History

        CMPL   Client Monthly Payment List

        CLPD   Client Payment Detail

    B.   Funding Eligibility

        CELL   Client Eligibility List

        IVEL   IV-E Reimbursability List

        IVED   IV-E Reimbursability Detail

        IVRH   IV-E Reason Code History

        MIHL   Medicaid Issuance History List

    C.   Provider Warrants (Checks)

        WRNH   Provider Warrant History

        WRND   Provider Warrant Detail

D.   Contracts
       CONL   Contract List
       COND   Contract Detail
       CONC   Contract Costs

E.   Overpayments
       OPAR   Overpayment Recovery
       ORAD   Overpayment Recovery Activity Detail

XI.   TRUST ACCOUNTS
A.   Requesting an Expenditure
       TAEL   Trust Account Expenditure List
       TAED   Trust Account Expenditure Detail

B.   Viewing Client Trust Account History
       TAHL   Trust Account History List
       TAHD   Trust Account History Detail

11 APPENDIX D – PROVIDER LICENSING TRAINING OUTLINE

I. **WELCOME**
    A.   Introduction of Trainer and Guest Speakers
    B.   Introduction of Class Participants
    C.   Housekeeping Details
    D.   Agenda

II. **SYSTEM OVERVIEW**
    A.   Security
    B.   Accessing and exiting the system
            Explain training database/logon IDs
            Password Maintenance
    C.   Keyboard Functionality
    D.   Online Help Resources
            Help Desk
    E.   Screen Functions
            Fast Path
            Messages
            Screen Headings
            List/Detail Concept
    F.   Menus

III. **REPORT/REFERRAL**
    A.   Intake and Referral

PERS	Person Search
PERL	Person List
PERD	Person Detail
RRRL	Report/Request List
RRD1	Report/Request Intake Detail 1
RRD2	Report/Request Intake Detail 2
RRD3	Report/Request Intake Detail 3
CID1	Centralized Intake Detail 1
CID2	Centralized Intake Detail 2

IV. **PROVIDER ENTRY**
    A.   Provider Setup

PROS	Provider Search
PROL	Provider List
PROE	Provider Entry
PROD	Provider Detail

B.   Licensing
  FACD   Facility Detail
  PADL   Provider/Facility Address List
  PADD   Provider/Facility Address Detail
  FALL   Facility Approval/Licensing List
  FALD   Facility Approval/Licensing Detail
  PRPL   Provider Person List
  PRPD   Provider Person Detail
  CLTL   Client Types List
  CLTD   Client Types Detail
  PTID   Provider Tax Identification Detail
  FSPL   Facility Services Provided List
  PRFL   Provider/Facility List

C.   Provider Information Details
  PRRL   Provider Rates List
  PRPH   Provider Placement History
  PRTL   Provider Training List
  PRTD   Provider Training Detail
  PRCL   Provider Contact List
  PRCD   Provider Contact Detail
  PBID   Provider Banking Detail
  FASL   Facility Assessment List
  FASD   Facility Assessment Detail
  PREL   Provider Event List
  FCLL   Facility Caseload List
  PAKD   Provider/Facility AKA Detail
  PASL   Provider Active Services List

D.   Provider Warrant Information
  WRNH   Provider Warrant History
  WRND   Provider Warrant Detail

V.   MAINTENANCE SCREENS

A.   Caseload Management Screens
  ALER   Alerts
  AKAD   Person Name AKA Detail
  STFL   Staff List
  AXED   Assignments/Transfers Detail
  USML   User Maintenance List
  USMD   User Maintenance Detail
  MIPD   Minors in Possession Detail
  PIGD   Provider Information (General) Detail

B.   Document Generation and Notes Process

VI.   INTERFACE SCREENS
      A.   CCUBS (Child Care Under the Big Sky)

CCRD	CCUBS Interface Resolution Detail
CCR2	CCUBS Interface Resolution Detail 2

VII.   CLIENT DETAILS
      A.   Adoption Case Management Documentation

RELL	Relationship List
RELD	Relationship Detail
ACTL	Activity List
ACTD	Activity Detail
ACT2	Activity Detail 2
IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail
PPHL	Permanency Plan Hearing List
PPHD	Permanency Plan Hearing Detail
CRTL	Court List
CRTD	Court Detail
CPHL	Client Placement History List
PLAD	Placement Detail
PLSH	Placement Status History
LICH	Placement License History
ADOD	Adoption Detail
SERL	Services List
SERN	Services Detail: Non-Payable
SERP	Services Detail: Payable
SSJD	Supplemental Service Justification
SEIH	In-Home Services
EDHL	Education History
MEDS	Medical Summary
MMHD	Medical/Mental Health Detail
MDTD	Medication/Treatment Detail

12 APPENDIX E – YOUTH COURT TRAINING OUTLINE

I. **WELCOME**
    A. Introduction of Trainer and Guest Speakers
    B. Introduction of Class Participants
    C. Housekeeping Details
    D. Agenda

II. **SYSTEM OVERVIEW**
    A. Security
    B. Accessing and exiting the system
        Explain training database/logon ID's
        Password Maintenance
    C. Keyboard Functionality
    D. Help Resources
    E. Screen Functions
        Fast Path
        Screen Headings and Messages
        List/Detail Concept
    F. Menus

III. **PERSON/CLIENT SETUP**
    A. Searching for/Adding a Person
        PERS   Person Search
        PERL   Person List
        PERD   Person Detail

    B. Client Setup/Transfers/Client History
        AXED   Assignments/Transfers Detail
        WMSG   Warning Message
        CSLL   Caseload List
        CLID   Client Detail
        RELL   Relationship List
        RELD   Relationship Detail
        ADDL   Address List
        ADDD   Address Detail
        EMPL   Employment History

IV. **PROVIDER INFORMATION**
        PROS   Provider Search
        PROL   Provider List
        PIGD   Provider Information (General) Detail

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V.   INITIAL ASSESSMENTS/CLOSURES
IARL   Initial Assessment and Review List
IARD   Initial Assessment and Review Detail

VI.   SERVICES/PLACEMENTS
A.   Non-Payable Services and Removals
SERL   Services List
SERN   Services Detail Non-Payable
CREI   CPS Removal Eligibility Information

B.   Court Events and Dispositions
CRTL   Court List
CRTD   Court Detail

C.   Placements
CPHL   Client Placement History List
PLAD   Placement Detail
PLSH   Placement Status History
LICH   Placement License History
JJPD   Juvenile Justice Placement Detail

D.   Payable Services/Supplemental Justification/Funding Eligibility
SERP   Services Detail Payable
SSJD   Supplemental Service Justification

VII.   MAINTENANCE
ALER   Alerts
AKAD   Person Name AKA Detail
EVEL   Event List
SEAL   See All Client Screens
USMD   User Maintenance Detail
USML   User Maintenance List
MIPD   Minors in Possession Detail
SPTK   Supervisory Task List

VIII. INTERFACE RESOLUTIONS
TIRD   CHIMES Interface Resolution Detail
SIRD   SEARCHS Interface Resolution Detail
SIR2   SEARCHS Interface Resolution Detail 2
APRD   Absent Parent Resolution Detail

IX.   PAYMENT INFORMATION
PAYA   Payment Approval List
CBPL   Client-Based Payment List
CBPD   Client-Based Payment Detail
PAFD   Payment Funding Detail

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13 APPENDIX F – CENTRALIZED INTAKE TRAINING OUTLINE

I. WELCOME
    A.   Introduction of Trainer
    B.   Introduction of Class Participants
    C.   Housekeeping Details
    D.   Agenda

II. SYSTEM OVERVIEW
    A.   Security
    B.   Accessing and exiting the system
          Explain training database/logon ID's
          Password Maintenance
    C.   Keyboard Functionality
    D.   Online Help Resources
          Help Desk
    E.   Screen Functions
          Fast Path
          Screen Headings
          List/Detail Concept
    F.   Menus

III. INQUIRY SCREENS (additional history)
These are additional screens Centralized Intake Unit staff will have inquiry (read-only) access to.

ADDL   Address List
ADDD   Address Detail
ADOD   Adoption Detail
CLID   Client Detail
CPHL   Client Placement History List
CREI   CPS Removal Eligibility Information
CRTL   Court List
CRTD   Court Detail
EDHL   Education History
EMPL   Employment History
EVEL   Event List
FALL   Facility Approval/Licensing List
FALD   Facility Approval/Licensing Detail
GARD   Guardianship Detail
IARL   Initial Assessment and Review List
IARD   Initial Assessment and Review Detail
ICPL   Interstate Compact List
ICPD   Interstate Compact Detail
ICAD   Interstate Compact Action Detail

ICWD   ICWA Detail
IVEL   IV-E Reimbursability List
IVED   IV-E Reimbursability Detail
LICH   Placement License History
MDTD   Medication/Treatment Detail
MEDS   Medical Summary
MIHL   Medicaid Issuance History
MMHD   Medical/Mental Health Detail
PADL   Provider/Facility Address List
PADD   Provider/Facility Address Detail
PASL   Provider Active Services List
PIGD   Provider Information (General) Detail
PLAD   Placement Detail
PLSH   Placement Status History
PPHL   Permanency Plan Hearing List
PPHD   Permanency Plan Hearing Detail
PRPL   Provider Person List
PRPD   Provider Person Detail
PRPH   Provider Placement History
RELL   Relationship List
RELD   Relationship Detail
SERL   Services List
SERN   Services Detail: Non-Payable
SPND   Special Needs Detail
SPTK   Supervisory Task Detail

IV.   PERSON & PROVIDER INFORMATION

A.   Searching for/Adding a Person
       PERS   Person Search
       PERL   Person List
       PERD   Person Detail

B.   Searching for a Provider
       PROS   Provider Search
       PROL   Provider List
       PROD   Provider Detail
       FACD   Facility Detail

C.   Alias names for a Person or Provider
       AKAD   Person Name AKA Detail
       PAKD   Provider/Facility AKA Detail

D.   Searching for history on a person or provider
       RRRL   Report/Request List
       RBCL   Report Background Check List

E.   Adding activity details on a client
       ACTL   Activity List
       ACTD   Activity Detail
       ACT2   Activity Detail 2

V.   REPORTS
A.   Accessing history on referrals
       RRRL   Report/Request List
       RRD1   Report/Request Intake Detail 1
       RRD2   Report/Request Intake Detail 2
       RRD3   Report/Request Intake Detail 3

B.   Adding a referral as a CI worker
       RRRL   Report/Request List
       CID1   Centralized Intake Detail 1
       CID2   Centralized Intake Detail 2

C.   Notes Process

VI.   MAINTENANCE
A.   Caseload Information
       CSLL   Caseload List

B.   Caseload Management
       ALER   Alerts
       STFL   Staff List
       SEAL   See All Client Screens
       AXED   Assignments/Transfers Detail

C.   Worker Information
       USML   User Maintenance List
       USMD   User Maintenance Detail

14 APPENDIX G – TRANSITIONAL LIVING TRAINING OUTLINE

I. **WELCOME**
    A. Introduction of Trainer and Guest Speakers
    B. Introduction of Class Participants
    C. Housekeeping Details
    D. Agenda

II. **SYSTEM OVERVIEW**
    A. Security
    B. Accessing and exiting the system
        Explain training database/logon ID's
        Password Maintenance
    C. Keyboard Functionality
    D. Online Help Resources
        Help Desks
    E. Screen Functions
        Fast Path
        Messages/Screen Headings
        List/Detail Concept
    F. Menus

III. **PERSON AND CLIENT INFORMATION**
    PERS   Person Search
    PERL   Person List
    PERD   Person Detail
    CPHL   Client Placement History List
    AXED   Assignments/Transfers Detail
    WMSG   Warning Message
    CSLL   Caseload List
    CLID   Client Detail
    ADDL   Address List
    ADDD   Address Detail
    RELL   Relationship List
    RELD   Relationship Detail
    EDHL   Education History List
    EMPL   Employment History List
    SPND   Special Needs Detail
    CRTL   Court List
    CRTD   Court Detail
    ACTL   Activity List
    ACTD   Activity Detail
    ACT2   Activity Detail 2

IV.   ASSESSMENTS AND REVIEWS

IARL   Initial Assessment and Review List
IARD   Initial Assessment and Review Detail

V.   SERVICES

PROS   Provider Search
PROL   Provider List
SERL   Services List
SERN   Services Detail: Non-Payable
BSAS   Building Skills Plan Summary
BSAE   Building Skills Evaluation

VI.   MAINTENANCE SCREENS

ALER   Alerts
AKAD   Person Name AKA Detail
USMD   User Maintenance Detail
USML   User Maintenance List
STFL   Staff List

Notes and Document Generation Processes
D108 – Activity Report

VIII.   NYTD SURVEY

Login Procedures
Password Procedures
Survey Questions and Help
Administrative Reports

15 APPENDIX H – CAPS PRE-TRAINING GUIDE

Purpose	This guide is an introduction to using CAPS for: • New users • Those who have not yet attended formal training
Contents	This guide contains information about: • How CAPS is organized • How CAPS processes information • How to log on and off • Security and access • Keyboard functions and system signals • How to navigate through screens • Codes, alerts, error messages and other communication features • Notes and Document Generation features
Before you arrive at training	This guide is intended to introduce you to the concepts used in the CAPS system. The guide serves only as an <u>introduction</u> to using CAPS. You will receive more specific training on these concepts during the training sessions. You will also acquire the greatest amount of knowledge about CAPS as you actually see and use the system. However, if you spend some time studying the information in this pre-training guide, you will gain an understanding of the functional foundation on which CAPS is built.
Questions?	You may find it helpful to discuss the information in this guide with others in your office. If you have questions that cannot be solved in your office, please write them down and bring them to training when you attend. You may mail any questions to Kim Cross, Northrop Grumman CAPS Trainer, 2401 Colonial Drive-1st Floor, Helena, MT 59601, or send an e-mail to <u>kim.cross@ngc.com</u>.

GENERAL CAPS INFORMATION

"CAPS" stands for:

Child and **A**dult **P**rotective **S**ervices

BENEFITS OF CAPS

- **CAPS facilitates case management**
    - Data is current at all times on every case
    - Assists in timely working of caseload by generating alerts (reminders) to workers
    - Data can be shared, transferred or read-only access granted at your request

- **CAPS helps decrease paperwork**
    - Case notes are stored online
    - 90% of documents are generated by CAPS

- **CAPS is adaptable to changing rules and regulations**
    - Allows the standardization of policy application across Montana
    - CAPS will change as regulations change
    - A change control committee prioritizes and initiates enhancements/changes to CAPS required by current policy changes

- **CAPS is a 'menu driven' system**
    - Menus offer quick access to desired screen

- **CAPS screens are organized to facilitate case entry and maintenance**
    - Screens that capture related data are grouped together in an automatic sequence
    - Critical data is passed from screen to screen
    - Ensures timely working of case

- **CAPS is user friendly**
    - Entering and editing data is easy
    - Generates error/warning messages to assist with entry and to improve accuracy
    - On-line field help provide instant assistance while entering data

CAPS PROCESSING

- **CAPS processes most information online**
  The online part of CAPS is what you see on your screens. When you press ENTER, processing is immediate. The system validates the entry and displays the new information, generates error or warning messages if necessary, and moves to the next screen, if applicable.

- **CAPS also uses "batch" processing**
  Batch processing means that the work is done after the system is taken down in the evening. Much of this processing is done "behind the scenes". This is used for:
  - Overnight processing of large reports
  - Data processed in groups or batches (e.g., payment processing, etc.)
  - Time consuming processes (e.g., interfaces, month-end processing, etc.)

NAVIGATION
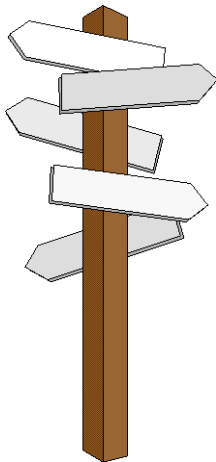
On each screen:

- The **cursor** is the flashing marker that indicates your position on the screen. Generally, when you first access a screen, the cursor will be set in the PATH (bottom right hand corner) field.

- As you enter information in each field, the cursor may advance automatically to the next enterable field.

- To move the cursor manually, use the **TAB** key or the **CTRL** key:
  - TAB advances the cursor to the next enterable field from left to right;
  - CTRL acts as a 'return' key to move the cursor downward one line into the next enterable field (Note: right-hand CTRL key only.)

NOTE:
Arrow keys are generally not used in mainframe applications. Use TAB and CTRL to move from field to field instead. This is much faster, and it also ensures that the cursor moves to the first enterable space in a field.

NAVIGATION (continued): FROM SCREEN TO SCREEN
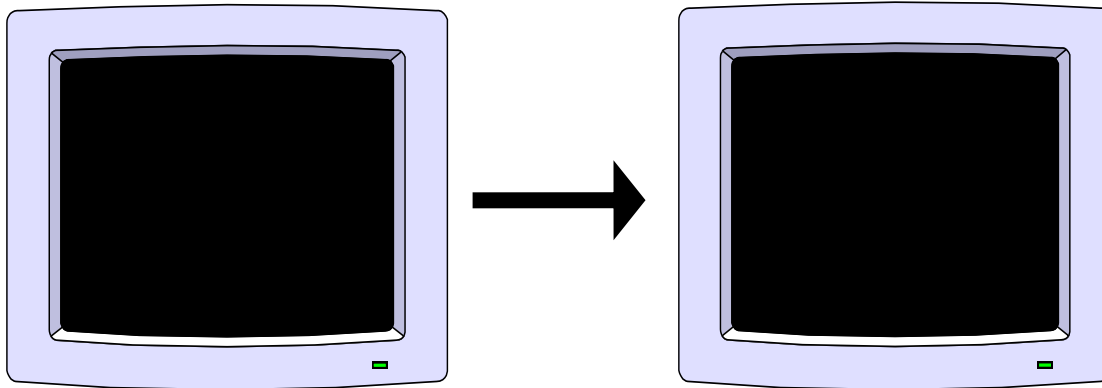
There are basically three ways to navigate from screen to screen:

1. Selecting screens from menus
2. Using the default screen flow, and
3. Using the PATH

MENUS:

- On a menu, type any character on the select line to the left of the screen name, and press ENTER to access that screen. Once you access the screen, if it is not already displayed, you will need to enter the CAPS ID, Provider ID, or Report/Referral Number that you want to work with.

DEFAULT SCREENFLOW:

- The system is programmed to display certain screens in a default flow based on certain details that you are going to enter (e.g., child support referrals, report/requests, provider entry.) When updating a screen that is part of a default screen flow, pressing ENTER will automatically take you to the next screen.
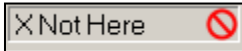
PATH FUNCTION:

- To navigate directly from one screen to another, enter the four-letter screen name in the PATH field in the bottom right corner of each screen. If the requested screen is not valid, or you do not have access to the requested screen, and error message will display.

- Because CAPS follows a "list-detail" screen concept, if you type a detail screen in the PATH, and there is a corresponding list screen, you will first be taken to the list screen with the message "this screen must be accessed before the requested screen." Detail screen functionality is always initiated from the list screen, if one exists.

KEYBOARD FUNCTIONS

Navigation Keys, Key Combinations and Miscellaneous Keys

TAB	Moves cursor to the next enterable field from left to right
HOME	Moves cursor to the first enterable field on the screen
SHIFT-TAB	Moves cursor *backward* to previous enterable field
HOME,SHIFT-TAB	Moves cursor to the PATH field
CTRL (right side)	Acts as a "return" key – moves cursor down to next line*
ENTER	Sends command to mainframe (update screen, go to screen in PATH, pull in information when an ID is entered)*

        * *CTRL and ENTER functions may be reversed on your keyboard. Keyboards can be remapped to your specifications. Contact your network staff or the DPHHS Help Desk for assistance in this area.*

END	Erases from the cursor's position to the end of the field
ESC	Unlocks the screen when it will not respond and a symbol like this is displayed in the lower left corner of the screen:

✕ Not Here   🚫

|	
PRINT SCREEN	Makes a copy of the current screen that can be pasted into a Word document (handy for faxing into the Help Desk)
PAUSE/CLEAR	First step in logging off from CAPS
NUM LOCK	Activates number function on the number keypad
CONTROL-N	Print screen – sends to printer

ARROW KEYS & MOUSE

        Recommended <u>do not use</u>! Using arrows and "point and click" with the mouse, rather than using the TAB key means guessing where the first space of the enterable field is – can cause errors.

KEYBOARD FUNCTIONS (continued)

Function Keys (F Keys)

|	
F1	HELP - accesses field help when cursor is placed in any enterable field; accesses screen help when cursor is placed in any non-enterable part of the screen
F2	RETURN – takes you to the previously viewed screen (the exception is detail screens where you must first access the list screen before you can get to the detail)
F3	MAIN MENU – will take you to the Main Menu from whatever screen you are currently on in CAPS
F4	CASELOAD LIST (CSLL/FCLL) – will take you to an alphabetical list of all clients/reports or facilities/reports that are assigned to you (or that you have shared or read-only access to)
F5	REFRESH – will erase all data you have typed on the screen (prior to pressing ENTER to update)
F6	PRINT – primarily used by Central Office staff. Generates reports that are generated overnight and available for viewing in RDS the following day
F7	SCROLL BACKWARD – used to scroll from one page to another (page 2 to page 1)
F8	SCROLL FORWARD – used to scroll from one page to another (page 1 to page 2)
F10	COPY – takes you to RELL (Relationship List) to copy information from one client to another
F11	ADD A DETAIL – from a list screen, pressing F11 will take you to the detail screen in ADD mode
F12	LOOKUP – many fields in CAPS require a code, and F12 will take you to the list of valid codes for a particular field. F12 will also take you to the appropriate screen in order to perform a person search (PERS) or provider search (PROS) when your cursor is on a CAPS ID or Provider ID field
SHIFT+F1 (F13)	CONFIRM – payment and trust account screens. Pressing F13 balances adjustments made to a payment or totals entered for trust account expenditures
SHIFT+F4 (F16)	CONFIRM – will ask you to confirm any delete you request or any function you request on AXED (Assignments/Transfer Detail)
SHIFT+F10 (F22)	RENEWAL – used on FALD (Facility Licensing Detail) to renew a license when no other details for the license have changed
SHIFT+F12 (F24)	PREVIEW – allows you to preview a screen without updating

SCREEN INDICATORS
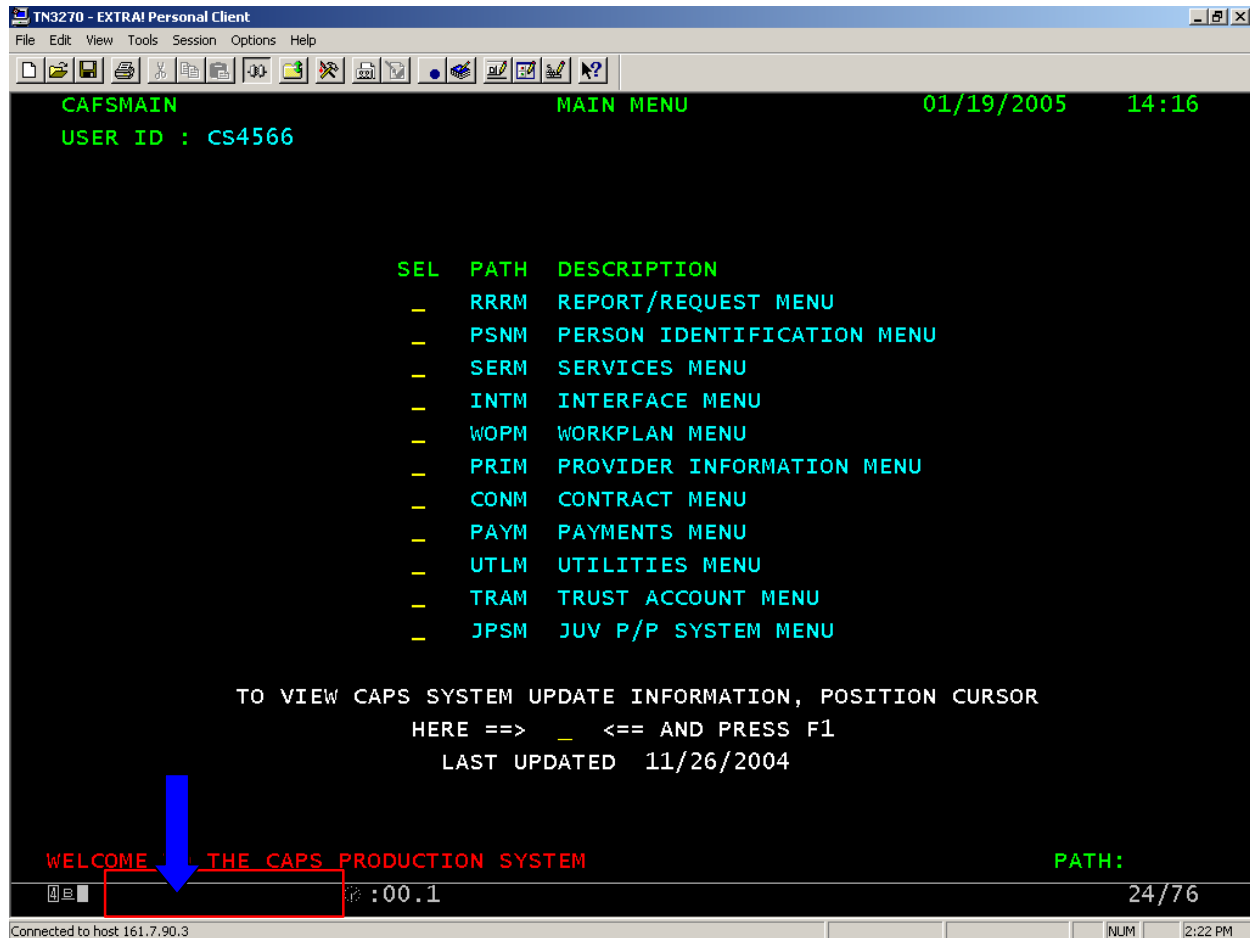
This area displays some important symbols:
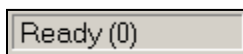
Tells you that CAPS is working or processing your command. You do not need to keep pressing ENTER.
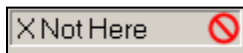
Means that the screen is locked up because you may have attempted to enter information in an invalid location on the screen. If this is displaying, press ESC to clear it and unlock your keyboard.

SECURITY AND ACCESS

Objectives of CAPS Security Design:
- Your C-number (C71234) is assigned by the Security Officer to:
  - Prevent and detect unlawful access and investigate security problems
  - Maintain confidentiality
  - Protect Montana's system and data integrity

- Your security profile is tied to your C-number
  - Security will allow you to <u>view</u> clients or reports assigned to your county (region if you have regional access) only. You may only view other clients or reports outside your region if the assigned worker allows you access (share or read-only).
  - Security is based on job requirements (e.g., supervisor screens will not be accessible if you do not have that level of security.)

Each worker chooses his/her own password
- This code is used to sign onto the system and is tied to activity done for a client, provider or report - <u>Do not</u> write it down or let others know your password!

- Your password must be a minimum of six (maximum of eight) characters long. The system will require you to change your password every 60 days, and the same password cannot be used twice. Passwords must include at least one numerical digit.

System time-out

- CAPS will display a password screen if there is no activity on your machine for 15 continuous minutes. You will need to enter your password to regain access (you will return to the CAPS screen you visited last). This is to help prevent unauthorized use of your computer if you are away from your desk.

- After an hour of inactivity, you will see the password screen described above, but when you enter your password and re-access CAPS, if you press ENTER, you will receive the message "RE-SIGNON FAILURE." There is a limited number of mainframe "sessions" available, and if your session is not used for one hour, you will be automatically logged out. You can simply press ENTER when the message appears and re-select CAPS from the State of Montana menu.

SCREEN NAMES

ALER	**ALER**ts
ADDL	**ADD**ress **L**ist
CLPH	**CL**ient **P**ayment **H**istory
CPHL	**C**lient **P**lacement **H**istory **L**ist

Naming conventions for screens:

- Screen names are always four-letter acronyms. (In the upper left corner of each screen, the screen names are prefixed by 'CAFS' for programming purposes).

General rule (as with most things in life, there are ALWAYS exceptions ☺):

- For a one-word screen name, the acronym is the first four letters of the word.

- For a two-word screen name, the acronym is the first three letters of the first word, and the first letter of the second word.

- For a three-word screen name, the acronym is the first two letters of the first word, the first letter of the second word and the first letter of the third word.

- For a four-word screen name, the acronym is the first letter of each word.

Each screen performs certain functions or allows you to enter a certain type of data.

For example:

- ALER allows you view reminders or notifications of things that have occurred or are coming due for a particular client or report.

- ADDL allows you to view/inquire/modify/add address information for a specific person.

- CLPH allows you to view payment history for a specific client.

- CPHL allows you to view/inquire/modify add placement history for a specific client.
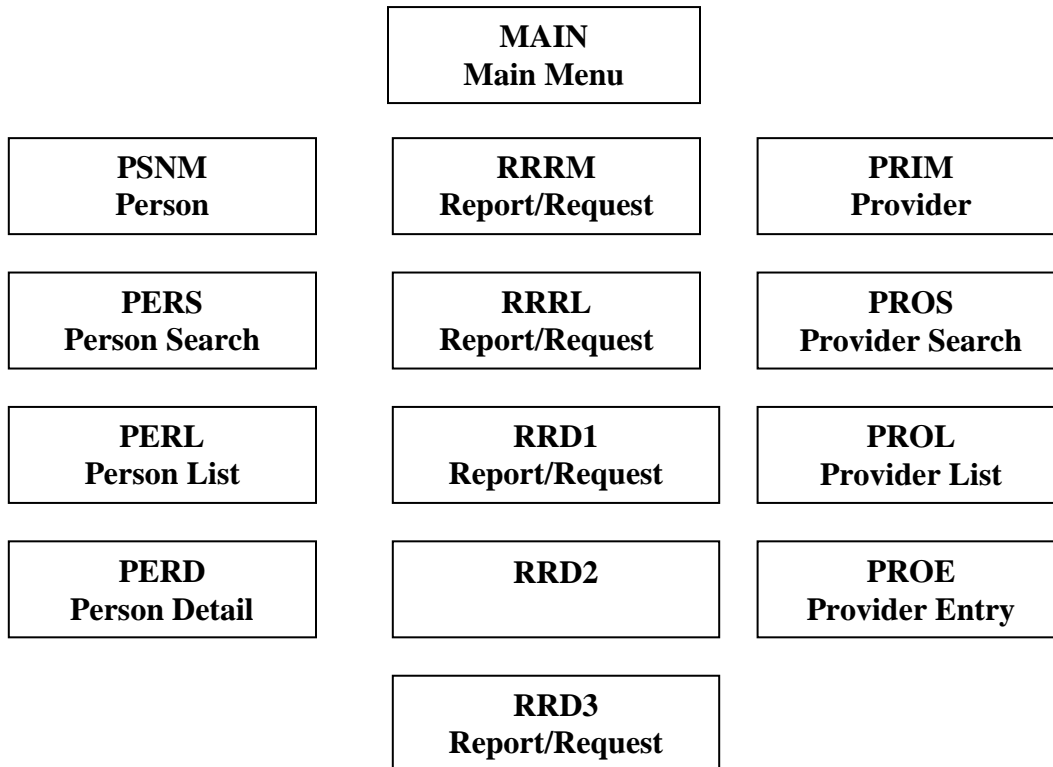
MENUS
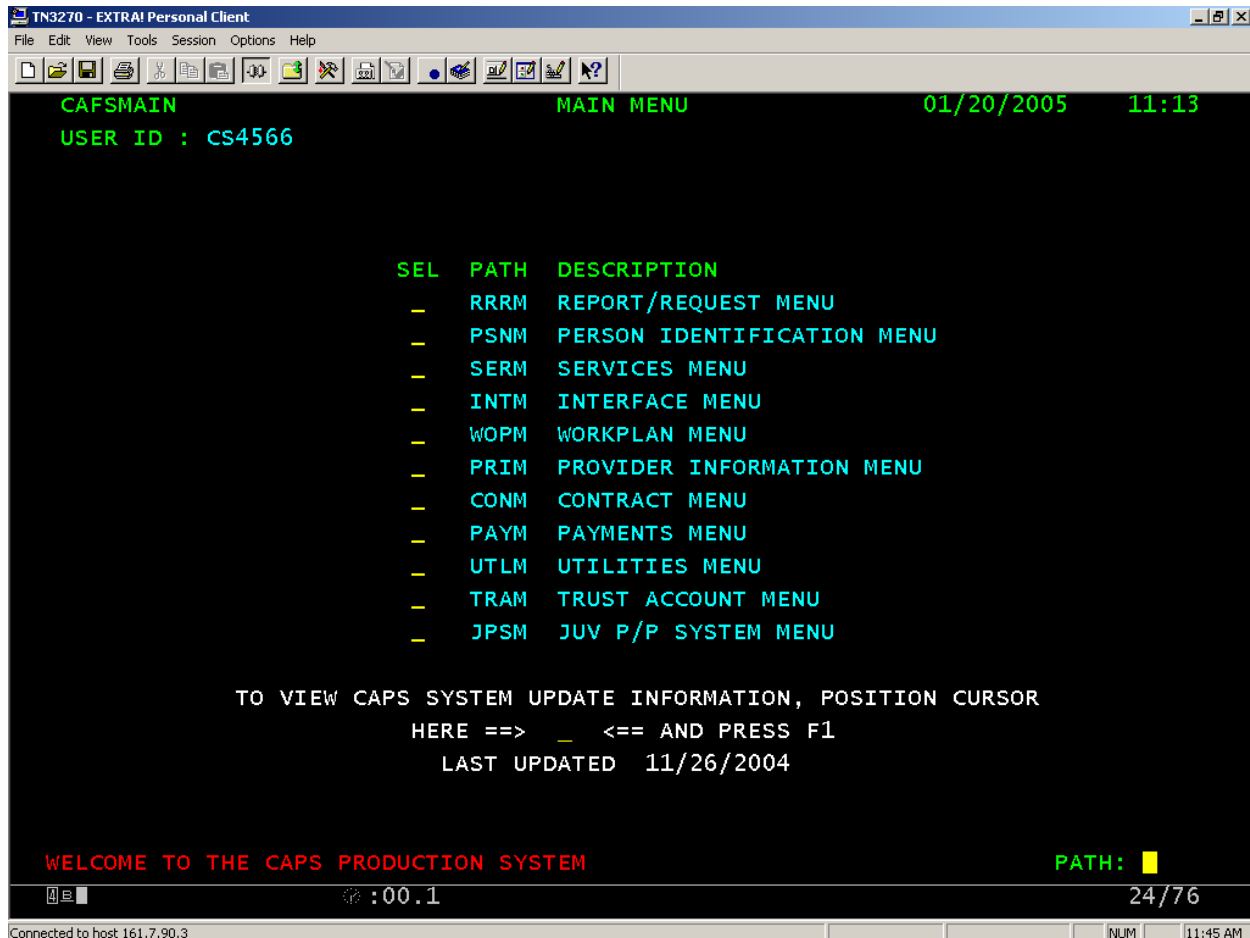
Menus provide quick access to relevant screens from a single location. There are several different menus in CAPS that are useful for different purposes and by different groups of workers. The above is an example of the MAIN menu. Notice all of the other menus that are available.

- Your access to certain menus and screens is based on your security clearance.

- The screen is selected from the list by pressing your TAB key to the select line in front of the desired screen and pressing ENTER.

- Depending on the screen selected, you may have to enter a CAPS ID, Provider ID or Report/Request Number.

- Menus will always direct you to the LIST screen. From the list you can access the DETAIL in inquire, modify or add mode.

EXAMPLE OF SCREEN HIERARCHY

	MAIN **Main Menu**	
PSNM **Person**	**RRRM** **Report/Request**	**PRIM** **Provider**
PERS **Person Search**	**RRRL** **Report/Request**	**PROS** **Provider Search**
PERL **Person List**	**RRD1** **Report/Request**	**PROL** **Provider List**
PERD **Person Detail**	**RRD2**	**PROE** **Provider Entry**
	RRD3 **Report/Request**	

Default Screen Flow

- Certain groups of screens are chained together in sequence so that you need to complete a series of screens (screen one must be completed before screen two, etc.) Once the first screen is updated, the system will automatically advance you to the next screen (e.g. in the above screen hierarchy, once RRD1 is updated, the system will advance you automatically to RRD2.)

- You can exit the default screen flow by pressing F3 (to return to the MAIN menu), by pressing F2 (to go back to the last screen accessed) or by typing another screen name in the PATH.

Using the PATH

- The PATH function allows navigation directly from one screen to another, outside of the default screen flow. (Not all screens can be "pathed" to directly – remember the list-detail concept!)

- The PATH field is always located in the lower right corner of each CAPS screen. Simply type the desired screen name in the PATH and press ENTER.

Person vs. Client Screens
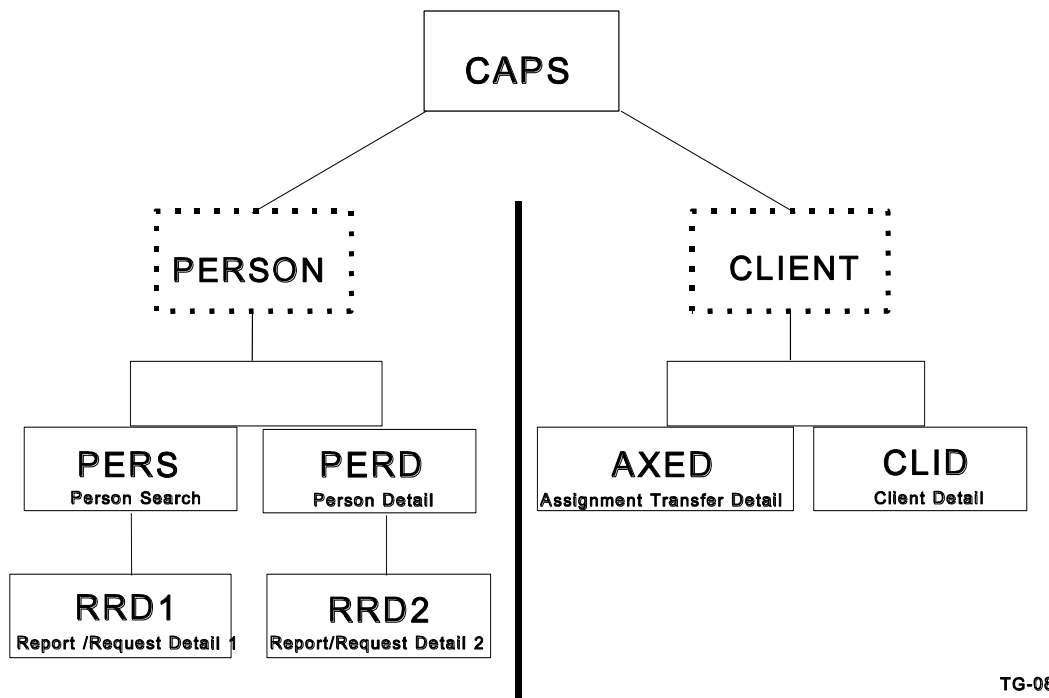
- A person can be entered on CAPS without becoming a client

- A worker would search for a person on PERS (Person Search) and either selects them if they already exist in the database, or add them as a new person to the database.
  - A CAPS ID **does not** make a person a client

- A person is made a client in CAPS on the AXED (Assignments/Transfers Detail) screen. The worker initiates this process.

- Client related screens carry key client information from screen to screen
  - CAPS ID, name, client information, etc.
  - You may change from one client to another client by typing in a different client number (CAPS ID)
    - Once you have made someone a client, you can begin building the puzzle with all the information for that individual (e.g., court orders, employment, relationships, financial information, etc.)
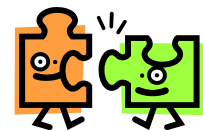
CODES / ONLINE HELP

```
SEL CODE          DESCRIPTION
  _   F             FEMALE            Code Table
  _   I             IN UTERO
  _   M             MALE
  _   U             UNKNOWN/UNBORN
```

```
Field: P/S
                              Online Help
Updated on screen(s):  PERD

Notes:  Select with a "P" if it is the primary social security Number,
or with an "S" if it is the secondary number.
```

Using Codes in CAPS

There are many fields in CAPS that require that codes be entered. All valid codes for each field are stored in a *table* within CAPS. When a code is entered, CAPS compares the code to the values on the table, and determines if it is valid for that field. If it is not, an error message will appear.

- The valid codes for each field, such as the sample above, are located by accessing a Code Table Lookup (press F12 on your keyboard).

- To select a code from the Code Table, TAB to the select line in front of the desired code, type an "S", then press ENTER. The system will bring the code back to the field.

- For fields where multiple codes may be selected (such as the sample above), you can type an "S" on more than one code at a time and bring multiple codes back to the field.

Using Online Help in CAPS

When workers use CAPS, they can access online help, such as the sample above. This assists them in entering information without having to exit the system or find paper manuals.

- To access "field help" place the cursor in the desired field and press F1. To return to the field, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

- To access "screen help" place the cursor in any non-enterable part of the screen and press F1. To return to the screen, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

CAPS MESSAGES

Warning Messages:

- Message at bottom of screen gives advice to the user or warns of possible problems

- Warning messages do not prevent the user from proceeding

Error Messages:

- CAPS has built-in edits to check for valid information (valid dates, valid codes, etc.)

- Messages and fields that contain an error will be highlighted in red

- Message text at the bottom of the screen indicates the nature of the error

- The cursor will be placed on the first field in error

- The system will prevent the user from further processing until the error is corrected

Critical Error Messages (ABORT or ABEND):

- Indicates a problem with the mainframe ('ABEND' is an ABnormal ENDing to the processing – something is preventing the program from completing the process. An abend is NOT your fault! If you do something "wrong" you should receive a warning or error message as detailed above.)

- If you receive an abort or abend message, print the screen and write down the sequence of actions you took just before you got the message so you can make a detailed report to the Help Desk.

ALERTS AND EVENTS

Alerts:

- Advise worker of a tasks coming due, actions to be taken or changes to cases from interfaces

- Serve as a reminder to the worker of timeliness requirements, information that is due or approvals that need to be made

- Can be system-generated or workers can set alerts from themselves

- Assists in caseload time management

- Serves as a communication tool when a client or report is transferred to a different worker

- Alerts are a *valuable tool* to help you keep track of timely requirements.

- Alerts should be changed **DAILY** to help prevent overlooking required changes or actions.

- Examples of automatic/system generated alerts: to the supervisor when a report is completed, to the worker when a client is assigned or transferred, to the worker when a review is due, to the worker and supervisor when a payment sits unapproved for five days.

- Examples of worker generated alerts: for any important event that you want to receive a reminder, for non-system generated reviews/due dates.

Events:

- Events connect the activities of a client – enable the system to track the history of a client or provider.

- Events are created by client actions that occur on the various screens in CAPS.

- Certain documents created through the Document Generation feature of CAPS will create an event.

- Examples of events: when a client transfer occurs, when a CPS removal is made, when a contact is made, when a court event occurs, when an Interstate Compact request is entered, when interface information from TEAMS or SEARCHS is accepted.

NOTES AND DOCUMENT GENERATION

Notes:
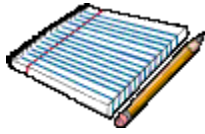
- The CAPS system gives you the ability to store your case notes or other case documentation (letters, scanned court documents, investigation photos) directly into the CAPS Document Generation system.

- Notes can be associated to a client, report/request, provider/facility or person.

- Security for Notes follows the same security as the entity the Notes are associated with. For example, in order to read Notes that have been associated to a client, the worker has to have access to the client.

- All Notes associated with a client or report will remain if the client or report is transferred to another worker. That worker will have immediate access to all case documentation that has been attached in Notes.

- Regional Administrators have the ability to remove Notes that have been attached in error or that are incomplete.

Document Generation (DocGen):

- The CAPS system contains many documents that can pull the information that you have entered into the system onto "ready-made" forms for you to print directly in your own office.

- Examples of documents that can be generated are: provider license, foster care review, request for medical records, and request for verification of tribal status.

Summary

You have now been introduced to several concepts that you will use in the CAPS system. I hope that this guide helped you to understand the basic framework and functions of the CAPS system. It will help you to review this guide one or two times prior to attending your CAPS training session. If you have any questions regarding the information contained in this pre-training guide, please contact Kim Cross, Northrop Gruman CAPS Trainer, at 443-8600.

I look forward to seeing you at the training session!
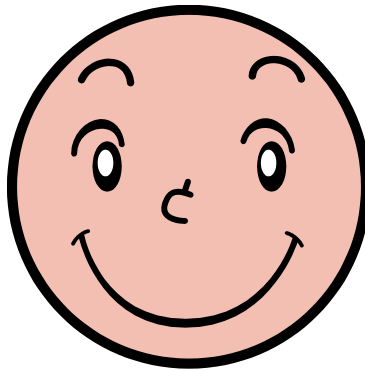
16 APPENDIX I – SURVEY QUESTION #9 COMMENTS

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

- ✓ Leadership, training to become a supervisor.
- ✓ speech to text Share Point As technology improves, iPad, Blackberry, etc. devices How to get timesheet, CAPS, Outlook on home computer or lap top.
- ✓ opening and closing services, updating clients page.
- ✓ advanced caps training as it keeps getting canceled.
- ✓ 1. More training on CAPS court screens. 2. A list of ALL forms and documents we handle and which ones are uploaded to DOC-GEN, Discovered, or filed and under what heading (all on the same page(s)).
- ✓ Was not aware there were trainings avalible on OURS....
- ✓ I haven't checked to see if it is available or not, but would like to take training on power point.
- ✓ Access to the HR stuff
- ✓ powerpoint
- ✓ the forms that are used
- ✓ what info needs to be specifically entered into CAPS on a case .. the training is easy to follow but its not easy to apply in the office.
- ✓ syncing calendars (Outlook) with my ipad
- ✓ would like a refresher for FRS
- ✓ Court Proceedings
- ✓ More in-depth training in CAPS.

17 APPENDIX J – SURVEY QUESTION #11 COMMENTS

During 2012, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

- ✓ I took a CAPS training in september, and haven't had the chance to do another. I started in July of 2012
- ✓ I could not find another box to explain as none of them fit. The closest was not getting notice, which is incorrect. when I had staff that wanted the trainings, many times the sessions were closed due to not enough applicants.
- ✓ recent hire
- ✓ It gets cancelled due to too few registrations any time I have tried to go.
- ✓ caseload did not permit me to leave my job site
- ✓ Hard to find time for training as I am a half time employee.
- ✓ Other - recent hire so only attended the intial training.
- ✓ Hard to justify to supervisor & region the expense for admn support people. Although I do a large amount of CAPS for workers. Admn Support workers are always on the bottem of the pole when it comes to training.
- ✓ For a one day training, going to Helena seems far for such a short training.
- ✓ I had several workers sign up for the training and the training was then cancelled.
- ✓ The sessions were offered then cancelled during dates that were convenient for me to attend
- ✓ I just got my inital CAPS training.
- ✓ Did not know that i could attend.
- ✓ not on the job long enough to need refresher
- ✓ The amount of information for the allotted time was not worth my while in the original CAPS training. I'm afraid other trainings will be too slow for me as well.
- ✓ work load is too heavy to take additional time off
- ✓ too busy way too behind in my work to attend any extra trainings.

18 APPENDIX K – SURVEY QUESTION #13 COMMENTS

Of any of the recent CAPS changes, would you like any additional information or training? (The Yes option contained the following additional text: Please list the specific changes you would like more information on.)

- ✓ In ACTD the client referred to DD services line. What if it doesn't apply?
- ✓ This mainly has been covered in supervisor meetings or webinar trainings. Seems sufficient.
- ✓ ICPC rule changes and screens on CAPS
- ✓ I would like a step by step guide as to what screens to fill out in order for each client.
- ✓ If the training was closer to or in Billings. Any changes that would affect doing my job as a case aide.
- ✓ Hard to choose since I don't get any training.
- ✓ How do we even know what changes are made?
- ✓ Guardianship codes, VSPA codes
- ✓ Please offer training manual updates that include the new screens and purpose they are used.
- ✓ Licensing, adoption, how, when, and where to enter clients data for the children in our care.
- ✓ when changes are made some notification would be helpful
- ✓ I would like to know why the ACTD screen was modified to ask about a report/referral for dd services on every single entry
- ✓ Refunds, overpayments, trust accounts
- ✓ when licensing policy changes will need caps training
- ✓ I don't know what's been changed as I work for DOC and no one advises us. Also we are not allowed to travel for training anywhere.
- ✓ More training on the use of units when entering services vs using daily or monthly calculations.

19 APPENDIX L – SURVEY QUESTION #17 COMMENTS
Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

- ✓ It helps me understand the importance of entering the information.
- ✓ It impacts how and what I enter
- ✓ knowing why you are entering information helps write a cohesive statement or explination in the comment section. It also helps answer the questions for fill in the inforation.
- ✓ It gives upper managment a clearer idea of how the state is doing in protecting children and what areas need improvement.
- ✓ Sometimes it feels that the information is not that important and is a waste of time then it becomes just busy work
- ✓ knowing how the information is used causes me to be vigilant about entering the information so the Department can better assist the population we work with.
- ✓ First, I would say in general, we are informed due to how the errors impact funding recording and payments. I am sure there are many enteries that we may not know how they are used. Seems to come up when addressing CAPS errors and impact to Dept, vs a general discussion.
- ✓ A worker would be more apt to enter specific information and knowing why is always important.
- ✓ Understand impact to funding if it is not entered timely.
- ✓ So I can be certain why it is important.
- ✓ It is the source for everything.
- ✓ As long as it is accessible, that's all I care about.
- ✓ It validates the time I spent entering the information.
- ✓ So that the data is correct
- ✓ If workers don't know why the information they enter is important, they may assume certaoin information is not important so they don't make it a priority to enter it into the system.
- ✓ It gives me some additional incentive.
- ✓ there is so much time documenting everything that happens in a case in so many diffrent areas that it gives no time to focuse on the case itself. I spend all my time in diffrent caps screens documenting the same info that is documented in docgen and in the files.
- ✓ It's a documentation of everything that has transpired with a particular person (case).
- ✓ It is important to know how it is utilized so that a double check is completed to be sure accurate and up to date information is entered.
- ✓ That info can be important in many ways. Phone #'s & addresses for contacts, payments to providers troubleshooting, info for FCR's, & the picture...........info to feds & legislatures.
- ✓ I don't enter any information in my line of work.
- ✓ Because the information entered does not just go to waste and hang out in cyber space. It is actually helpful on many different levels.
- ✓ Helps my to prioritze

- ✓ It allows me to be more efficient and effective in my work.
- ✓ It helps us justify the importance of keeping CAPS current.
- ✓ It helps complete the picture of all of the moving parts to the system. I think it is critical knowing how it all fits together.
- ✓ I feel better about some tasks if I understand why they are important.
- ✓ If updated, can accurately reflect child's permanency goals, placements, relationships, and current activities. Very difficult to do case reviews when CAPS is not updated.
- ✓ it would help me prioritize work.
- ✓ Provides the basis to accurately document what is needed by other professionals who utilize the system.
- ✓ Knowledge promotes an understanding of whyt's done.
- ✓ Helps me to better input the informaiton knwoing what is needed
- ✓ you can navigate easier and understand the system as well as other paperwork that needs to be done complete
- ✓ Most workers don't know why it is important and enter incorrect information just to complete a task.
- ✓ It helps to remember to complete screens and remind others to do so, as it helps when assiting workers in their work, such as family find, adoption packets, 427's ICPC's and in peer and federal review
- ✓ I know what infromation they are looking for.
- ✓ AFGAR/caseload numbers/
- ✓ gargabe in, garbage out.
- ✓ I enter all the information I have, because I have been instructed to do that, not because of how it will be utilized
- ✓ Because by knowing what it is used for, hopefully we are putting in the correct and accurate information
- ✓ Maybe more accurate information entered if the data entry person knows it will be used for something important.
- ✓ It is but it should be available to workers - not just to the upper level. I like stats!
- ✓ Helps you to determine what needs to be documented.
- ✓ Understanding how the information will be used is helpful to know so that the worker can be sure to enter the appropriate information into the system. Some information that may be not be deemed important to the worker for their investigation or ongoing case could be very important to ensuring that the child recieves foster care benefits or medicaid.
- ✓ if we new how info was used we could make sure we capture what is needed
- ✓ motivation to enter information as completely as possible.
- ✓ so information can be accurately tracked for financial purposes
- ✓ it gives me a broader understanding of the whole big picture.. It makes more sense to me..
- ✓ It is important for communication purposes and consistency. If everything is entered thoroughly and accurately then ideally no one should run in to any discrepancies from one client to another.
- ✓ I like to know where the information is linked and to what extent my entries provide other screens with information.
- ✓ So that the people who need the information can retrieve the information

- ✓ It is already cumbesome enough to try and figure out how all of the information is tied together.
- ✓ That is just who I am as a worker. Want to know WHY?...What for?
- ✓ To help prioritize.
- ✓ It makes the scope of my work much clearer.
- ✓ helps me be more accurate and timely
- ✓ as a cfs worker all I need to know is what information is required and how to put it in. What gov't agency utilizes it for means nothing to me. The system is not user friendly and most are luck to get the data in once.
- ✓ so i enter it correctly.
- ✓ No one is an island; no one stands alone. Everything in CAPS affects someone else.

20 APPENDIX M – SURVEY QUESTION 19-24 COMMENTS

Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.

<u>Comments regarding the training materials:</u>

- ✓ I better understand things that are physcially shown to me.
- ✓ Reading the training manuals is not helpful because it is taken out of sequence. The training manual screens are "stand alone" help and often we need to know why 1 screen to get to another.
- ✓ Have had no need to.
- ✓ I have been here for 21 years
- ✓ there are so many screen to enter. If I had a step by step guide as to what screen needs to be entered for an entire case and directions on how to do them I feel there would be less errors in the program and more completed case overviews. I also think that if it is documented in doc gen it should not have to be reenterd in caps. To much of the same information and to much time spent making sure it is repeated everywere.
- ✓ I call the help desk. I don't have time to look through materials and try to guess what I should be doing.
- ✓ Training materials are very outdated....at least what we have available.
- ✓ need index by topics such as IV-E eligibility, and by caps screen names. the index in my manual is almost useless.
- ✓ The original training covered alot that needed to be incorporated on a day to day basis and may have been mentally easier to absorb if we had gone through the training over a week by week basis for a month while utilizing the teaching at work. The individual update trainings are wonderful; topics that are specifically pertinent to changes and our jobs was covered and repeated as necessary. Much of our group training is related to Child Protective Work and while this information is good to know; we do not use the same screens or proceedures until the end of the case. Then we monitor the children in care and enter CAPS screens. Less familiar screens, that are only used once a year while we complete the adoption, present as more challenging to document correctly.
- ✓ I don't use this resource very often bec. I generally know what screens to use, etc and who to ask for help. I tried finding something in my original training manual and couldn't find it so I had to ask around for the answer.
- ✓ Sometimes it is difficult to locate needed information.
- ✓ I have yet to attend CAPS training and so do not have training materials. I do utilize the cheat references provided by another worker in the office to get to various screens.
- ✓ My training materials are from 2007.
- ✓ narrow down the fields. There are too many required screens to keep track of unless it is something that a worker does everyday. Otherwise, screens are not filled in or forgotten and then someone is always mad that the worker forgot something that is so vital.

Comments regarding the help desk:

- ✓ They always are nice and willing to help me get to the issue at hand.
- ✓ I call people who know what they are doing
- ✓ Have never had to call them.
- ✓ It would be nice to have a training mannual for just clientel entry that was seperate from foster family enteries.
- ✓ the CAPS help desk is always accommodating to help solve my problem; when it can't be fixed immediately, they write it up on a work order and let me know when to expect resolution.
- ✓ They are friendly and helpful.
- ✓ *I better use the information when I have someone that I can talk to...guide me through the process.
- ✓ Didn't realize that Caps had a help desk. I tried going to another supervisor instead and found out that they do not want to be bothered by stupid questions.

Comments regarding DPHHS Tech Support Help Desk:

- ✓ They always are nice and willing to help me get to the issue at hand.
- ✓ Call them for computer problems, scanner problems, password problems, etc. Always helpful.
- ✓ I dont' use this resource this often.
- ✓ I use the CAPS help desk. I am familiar with it and they are always quick and efficient.
- ✓ As a DOC employee, I do not have access to this
- ✓ *Never used this resource.
- ✓ We at DOC are not allowed to use this resource.

Comments regarding online help:

- ✓ I have never used this resource, I am always pressed for time
- ✓ it's confusing - need to be more familiar with the computer than I am to understand it.
- ✓ I forgot about it.
- ✓ I just call the help desk.
- ✓ does not make sense, doesn't answer the question(s) I have
- ✓ Did not know it was available!!
- ✓ Call people who know what they are doing
- ✓ have never used this resource but will in the future now that I am aware of it
- ✓ Too slow, confusing, & hard to navigate.
- ✓ Where is this found?
- ✓ just never used it
- ✓ haven't had the opportunity yet
- ✓ prefer live help
- ✓ Dont know about this resource
- ✓ never tried it.
- ✓ did not know it existed

- ✓ Have not used this resource, yet.
- ✓ it is easier and clearer to me to call the help desk directly.
- ✓ I usually call because then I get the help as needed. I've emailed after asking for help for follow up.
- ✓ I did not know that this support existed.
- ✓ Did not know it was available.
- ✓ I use the CAPS help desk. I am familiar with it and they are always quick and efficient.
- ✓ Was not aware of this option
- ✓ forget that it is there
- ✓ rather ask someone then look it up....I would probably have to ask someone anyways..right after I looked it up...
- ✓ I have not needed to use this.
- ✓ I was not aware of this resource.
- ✓ forgot that it was an option
- ✓ Been around long enough to not need the help

Comments regarding the training website:

- ✓ never used it
- ✓ It's confusing
- ✓ Have not had an occasion to yet.
- ✓ I have used it in the past. Information is general. Have not used it recently.
- ✓ I have not used this.
- ✓ too complicated and time consuming
- ✓ Did not know it was available!!
- ✓ I call and get immediate expert help
- ✓ Didn't realize this was available to me.
- ✓ forgot it was available
- ✓ Again, takes too much time. Doesn't always answer specific questions.
- ✓ Not really sure how to use.
- ✓ Never used this.
- ✓ forget that it is available
- ✓ haven't had the opportunity yet
- ✓ Have gone to the site for help, but could not find info needed
- ✓ Did not know about this resource
- ✓ don't have time.
- ✓ did not realize it was there
- ✓ never think about using it
- ✓ never used it
- ✓ I forget its available.
- ✓ I have checked this website out a few times but found it very hard to navigate unless you knew what you were looking for.
- ✓ Did not know that it was available. and do not have time to use it outside of designated training times.
- ✓ I use the CAPS help desk. I am familiar with it and they are always quick and efficient.
- ✓ forget that it is there

- ✓ *As stated before. Like to ask people who know rather than research online. Hands on learner...show me ...I watch and learn...
- ✓ I have not needed to use this website.
- ✓ It never applies to my issues.
- ✓ No time to spend

Comments regarding CAPS Advanced Training Classes:

- ✓ Have not had a chance to take
- ✓ Have not been to one.
- ✓ No need at this time. When staff needed it, sessions were cancelled due to not enough interest.
- ✓ The ones I have been able to be available for seem to always get canceled due to lack of registration. This advanced training is not emphasized by management as a priority.
- ✓ I have not utilized this training.
- ✓ Not neccesary
- ✓ Have not been able to attend. Would like to go back through the entire week training feel I went to CAPS way to early and by the time I was done with all the other required trainings I had lost the info that was given and could not remember how to use it. CAPS should be the last traing attended i think so you are able to go right to work with it.
- ✓ don't have time but would like a hands on refresher
- ✓ Usually in Helena.
- ✓ Have not been to an advanced training, but would attend if I felt I needed the training for my job.
- ✓ Never had opportunity.
- ✓ It was not required for my job.
- ✓ Have not been to one.
- ✓ I would like to use these classes but they have always been cancelled.
- ✓ Never done this.
- ✓ don't feel it would be helpful
- ✓ haven't had the opportunity yet
- ✓ Any time an advanced session is offered, it gets cancelled due to not enough participants I suppose. If they offer it, they should go through with it even if there is only a few people interested.
- ✓ setting aside a day for travel and a day for training is nearly impossible.
- ✓ Distance
- ✓ Have not used this resource
- ✓ haven't attended
- ✓ Have not taken an advanced training class.
- ✓ havent done yet, but would like to
- ✓ I don't think I need it
- ✓ I know you offer advanced CAPS training several times each year, and each year I am hopeful to get to attend, but invariable something comes up with my work schedule or other meetings that won't allow me to attend.
- ✓ Only use certain screens on CAPS so never felt advanced classes were necessary.

- ✓ CAPS is not difficult for me.
- ✓ Have not attended CAPS training and therefore have not attended advanced trainings.
- ✓ I have not attended one.
- ✓ Have not felt like I have mastered the basic training.
- ✓ have not felt a need to attend advanced training
- ✓ I have not had the opportunity to attend an advanced training class.
- ✓ Have never taken CAPS advanced training.
- ✓ No money to send me. Too far
- ✓ Have not used this or been to one of these yet.
- ✓ DOC does not allow out of town training.
- ✓ I can't master the the one I need why would I go to the advanced.
- ✓ I have not attended advance training classes
- ✓ Not utilized.

21 APPENDIX N – SURVEY QUESTION 27-29 COMMENTS

Comments regarding the training methodology (currently sessions are in Helena/in person/hands-on classroom training):

- ✓ for me it would be helpful to have someone just me with the areas I need help with. Some areas I am good in
- ✓ working at your own computer rather than spending time traveling would be beneficial. I would rather do the CAPS training on line that MCAN.
- ✓ Too much info up front is not helpful if the worker is new. They need to get on and use it some and then come back for more info.
- ✓ With all the other work, forms, client contacts it takes to much time to travel 200 miles one way to attend a one or 2 day training and then go back and play catch up on the work that really needs to be done
- ✓ might be nice.
- ✓ I think it does not seem to cover enough material for what new workers need to know for their jobs as CPS.
- ✓ Getting some training, and then using the system and coming back for follow up would be helpful because I am a hands-on learner and that would give people like me some practice.
- ✓ 1 week is too long for workers to be away from the field.
- ✓ A fresher is what I am needing.
- ✓ I think CAPS should be longer because there is so much to complete on a case that this training should walk you through an entire case from start to finish in order. I suggest taking one week to start the case and come back and do the remainder of the case a second week a month or so later.
- ✓ Really like the live training but Helena is too far. Wish it was in Billings.
- ✓ I would like a follow-up/refresher class that is shorter than the initial training. Perhaps 6 months to a year after initial training.
- ✓ Can be a burden to attend that duration plus takes away from work.
- ✓ I think the way it is set up now is great! Maybe for some counties (especialy the extremely smaller ones) somewhere closer? Or maybe not for the inital full training: keep that in Helena. For the Advanced One Day Training maybe make that one more regional/travel.
- ✓ If you can take what you know and work with if for awhile, it is helpful then to get a little refresher on what you maybe don't use. Mostly all of the great shortcuts!
- ✓ It helps to learn about it, go struggle with it, then come back to instruction - it seems to 'click' at that point.
- ✓ I also like the idea of having presented simutameously wtih other trainings (Policy.. Etc)
- ✓ I am not in Helena
- ✓ I have not attended training yet but have heard from other workers that it is very difficult to attend to all of the information being presented without actually utilizing it in the field, so maybe teaching the absolute basics and then offering refresher courses is the best way to go about teaching CAPS
- ✓ Sometimes it seems easier in a training environment and struggle when on own in

application.
- ✓ Great idea!!
- ✓ it takese a while to get trained on other parts of our job and we don't really dive into needing lots of the cap stuff until we are trained and get clients.
- ✓ too far to travel. takes two additional days of travel to get there and return!
- ✓ Five days straight is a long time to sit in a classroom in front on a monitor. Migraine City! It is inhibitive to have to travel all the way to Helena several times; however, it would be helpful to have a follow up training after having the opportunity to go back to work and apply what was taught in the first session.
- ✓ I feel like those of us in the Billiings office would receive further CAPS training if it were available remotely. It is extremely time consuming to have to go to Helena for a number of days to receive training.
- ✓ I do not use this
- ✓ The training covers way too much information in the week. When workers go back tot he office, many do not use much of the information until maybe weeks or months. By then it's forgotten. Make the training shorter with more hands on then go on to the next phase.
- ✓ I think going to training is helpful, but questions may arise upon a worker coming to the office and using CAPS and so a short refresher course would be helpful.
- ✓ I would like to be allowed to take refresher training.
- ✓ This is a good idea. I would also like CAPS training to be done DURING MCAN to better understand when we would enter what information into CAPS.
- ✓ Too much information all at once is hard to retain.

Comments regarding the training content volume (amount of information presented; is there enough content/too much content for one session, etc.):

- ✓ I first training I had, I was not familar with CAPS so a lot went right over my head. I pretty much have had to train myself and I am sure I am missing a lot.
- ✓ same as above
- ✓ It is difficult to absorb all of the information when you don't have a case load.
- ✓ Guessing. have not used it recently
- ✓ This is an issue with our new workers. I had waited to attend for a month after working with the screens already and that was helpful when I started.
- ✓ see answer for 27.
- ✓ It is cramming too much into a week.
- ✓ at the time too much, now need/want part of what I didn't get, as I only took 1 1/2 days so that I could do background checks.
- ✓ For a beginning worker the amount of information given was appropriate; however, as a worker continues on there are more screens that need to be accessed/updated that were not covered during the initial training.
- ✓ I think CAPS should be longer because there is so much to complete on a case that this training should walk you through an entire case from start to finish in order. I suggest taking one week to start the case and come back and do the remainder of the case a second week a month or so later.

- ✓ This is why I feel a refresher couse would be good.
- ✓ CAPS training is essential, especially CPS workers, to do any part of the job. But hard to implement when the worker is still learning the whole picture of the job.
- ✓ It depends on when you go... if an employee has been here longer, they absorb more of the information.
- ✓ when i went to caps training in 2004, it was the first i had been on CAPS so didn't have real world examples to compare to---feel need to have experience with CAPS before going to training so have some grasp of what is being done
- ✓ Depends on the training, already discussed
- ✓ You can absorb it, but once you get back to thet office, its hard to put into real senerios
- ✓ Alot, made sense but not clear how it directly applies to cases .. i could follow the exercises but it just didnt all make alot of sense
- ✓ I don't use this
- ✓ I had to do field work before everything I was trained about made sense, then I could have used a refresher course so I was sure I was entering information correctly and completely
- ✓ I have not attended training yet but have heard from other workers that it is very difficult to attend to all of the information being presented without actually utilizing it in the field, so maybe teaching the absolute basics and then offering refresher courses is the best way to go about teaching CAPS
- ✓ I could not apply it when I wen t to training so it didn't mean anything to me. Now, I would benefit from repeating the training.
- ✓ As a new employee, the amount of information was daunting. I didn't know how most of the information was applied because I hadn't had the opportunity to work with much of it. It was a challenging week.
- ✓ It was a lot of information to take in but the Training Guides we were given are very helpful.
- ✓ I do not use this
- ✓ As i said above way too much to absorb in the week.
- ✓ Much of the information discussed when I went to training was not relevant to what it is I use CAPS for, it focused on screens I never access and not enough on the screens I access all the time.
- ✓ There were screens explained that I had no idea what they were in regards too. They were over my head and would be helpful when we are getting our MCAN training at the same time.

Comments regarding the training content order (the order in which CAPS topics are presented):

- ✓ I think the first training should start with the basics and then after we have the chance to learn how to use CAPS, another training should be done that is more specific and focuses on specific screnes.
- ✓ If you could show in CAPS why the information is important or attach it to the MCAN information and/or scrrens needed upon placement or in the ongoing cases it would make more sense to the workers.

- ✓ Guessing. no new employee to get this info from. have not used it recently
- ✓ Do things linear as you would in opening or updating a case woudl be most helpful. Also have CAPS training only for CPS at that time, so as to not confuse FRS and other workers with different screens that CPS does not regualrly use. I had training with CPS, FRS, APS, PPS and it got confusing at times.
- ✓ Screen by screen entering from the start of a case to the end of a case would be very helpful.
- ✓ Been so long since I have been, do not remember order.
- ✓ Have not yet attended training. All I know about CAPS was taught by other workers in the office.
- ✓ I do not use this
- ✓ CAPS Training within our own Bureau would be very helpful...from our guys that know how. If the CAPS folks want to ensure the training is utilized right then they would be invited also.
- ✓ Take what the cfs worker does and start witht he very first thing a worker needs and why. Make sure that the steps fit the training. I had things in the training that I'm sure I will never have to use but have that info took away from the time spent on the necessary input data.
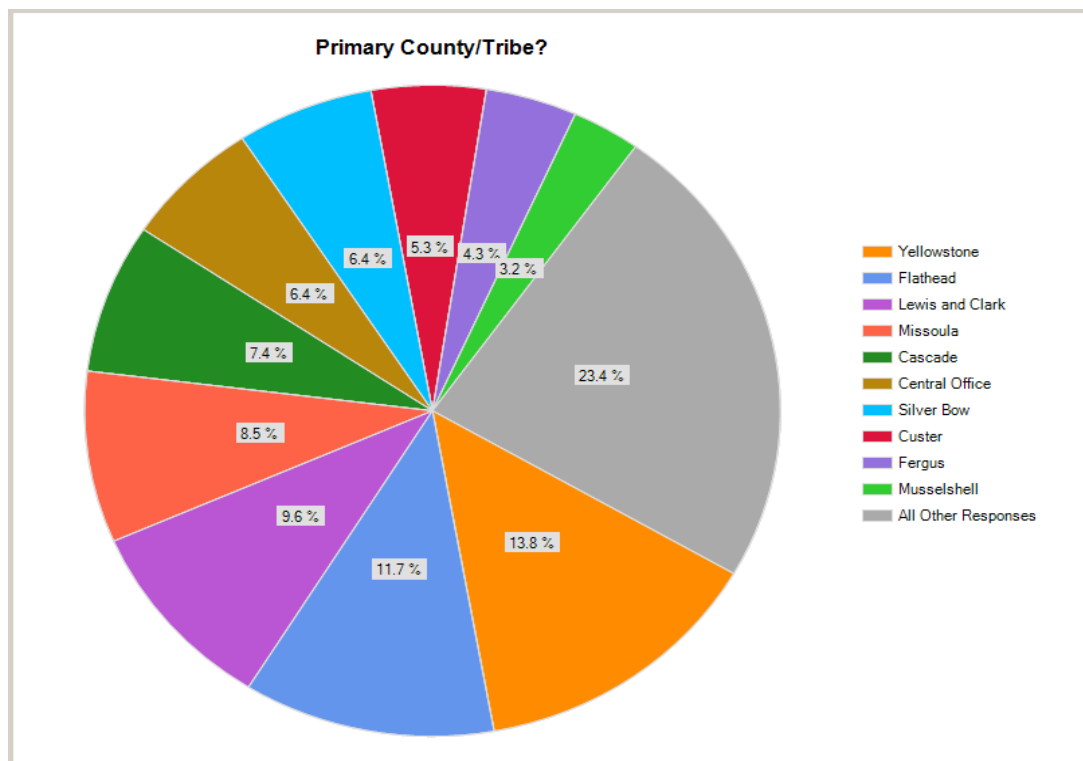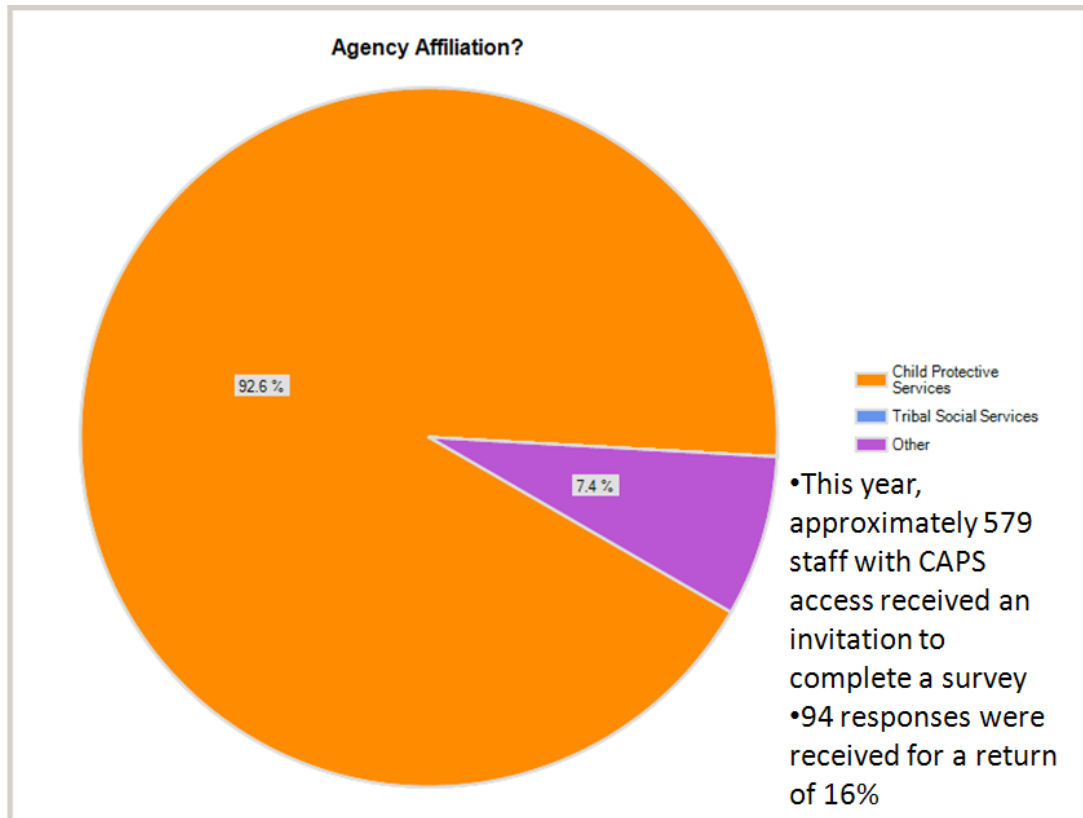
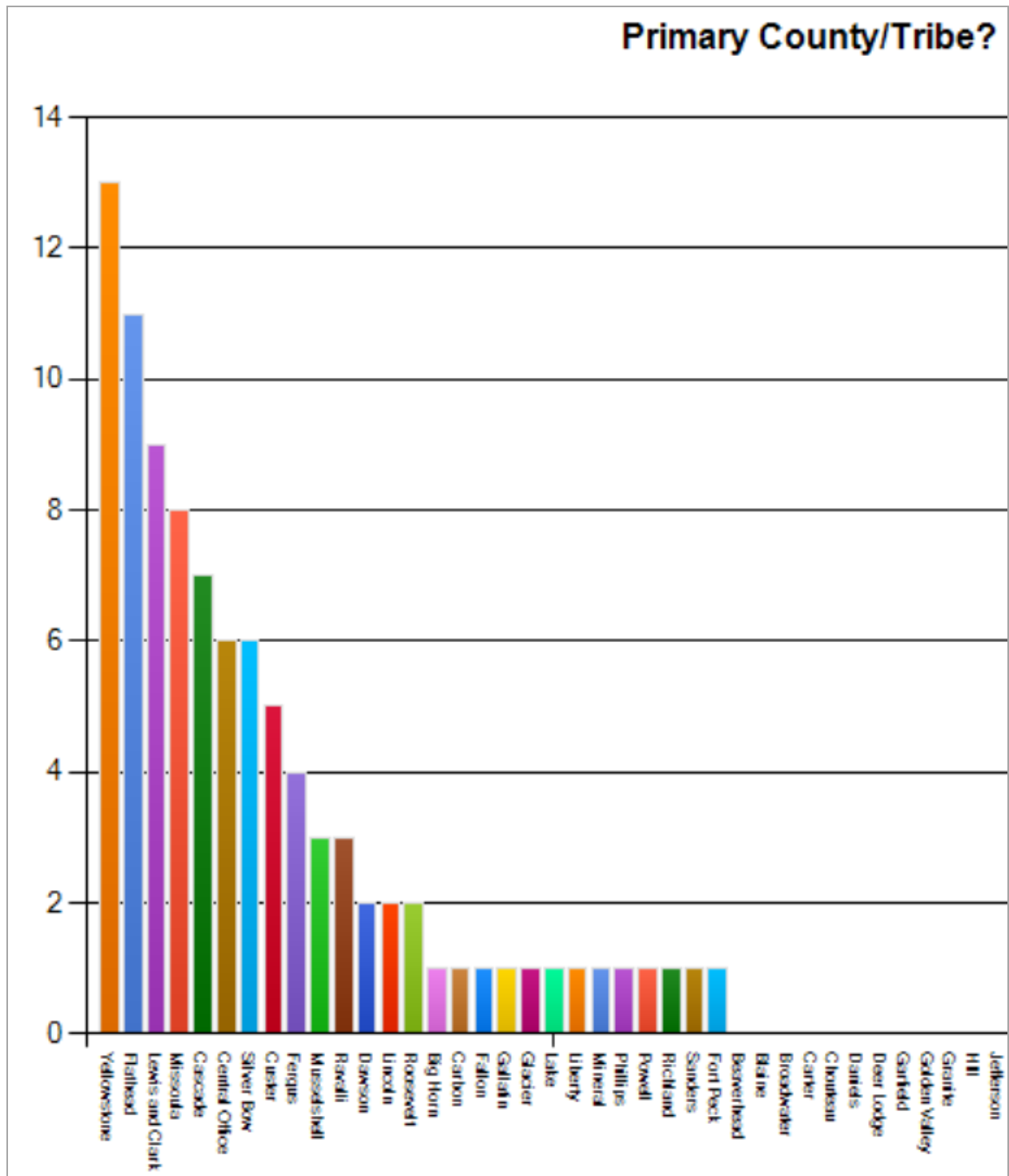# 22 APPENDIX O – SURVEY QUESTION #30 COMMENTS

In the space below, please feel free to add any additional comments regarding CAPS training, the CAPS system, or any general comments:

- ✓ I retained nothing from the CAPS training I went to. I have had to teach myself everything and I have no Idea what I am doing wrong or not doing at all.
- ✓ This system is very out dated and clumbsy. A new system would not only benefit the workers but it would provide quicker responses in the field, quicker more accurate CI info, and Quicker , easier to read data for management.
- ✓ Overall, I feel the CAPS system is EXTREMELY outdated. It is cumbersome and needs to be replaced. Additional screens and lines continued to added, however, this does not make filling the screens in any easier. It is more time consuming and at times more confusing. I really don't like this system.
- ✓ Keep up the great work!
- ✓ I haven't had to use CAPS too much yet. I am a recent hire with the State.
- ✓ Prefer in person trainings as you can ask questions and get feedback more readily.
- ✓ I fully think that caps could be more useful or effective if the information you entered into docgen replaced alot of the screen and time you spend in CAPS. With the new forms we are required to fill out the information is all repeated in so many places and I spend alot of my time reentering the same info, but never completing all the screens that need to be completed because I am unaware of what all needs to be completed.
- ✓ I think mini trainings could be available closer to area workers, preferrably live or remotely, to keep everyone current, more efficient, and all on the same page. Continuity in the way we handle all imput, forms, documents, and files between all offices and workers would be fantastic and inspire more unity and better function within the department.
- ✓ Should be mandatory trng @ policy to make sure all workers are aware and can implement new AND old procedures. Co-workers and IT worker in region have taught many, many shortcuts & procedures that are not in materials or training.
- ✓ The Screen Guide on the website needs to be updated more frequently. It is confusing and difficult if a change in CAPS happens, we forget the reason and/or what to do with the new way and have no ability to have a helpful guide. I don't have examples but, some new things added at least w/in the last 6mths are not on the Screen Guide.
- ✓ Currently CAPS seems to only be used by Administrative support and Fiscal. I think it is outrageous that most CPS workers are CAPS illiterate and place little importance on knowing it well and using effectively.
- ✓ I really didn't like the way the exercises were laid out. It told you step by step what to do - you didn't have to think it through. I don't think this helps you learn - you don't have to think
- ✓ CAPS is so antiquated and very user UNfriendly. One has to know exactly where to go and the manual does not provide an index allowing effective use.
- ✓ its a very dry course....needs some spice!
- ✓ Would like handouts... idetifying some screens or pathways to screen to have on hand. If you don't do certain things often, you sometimes forget how to enter it or which screen you need.
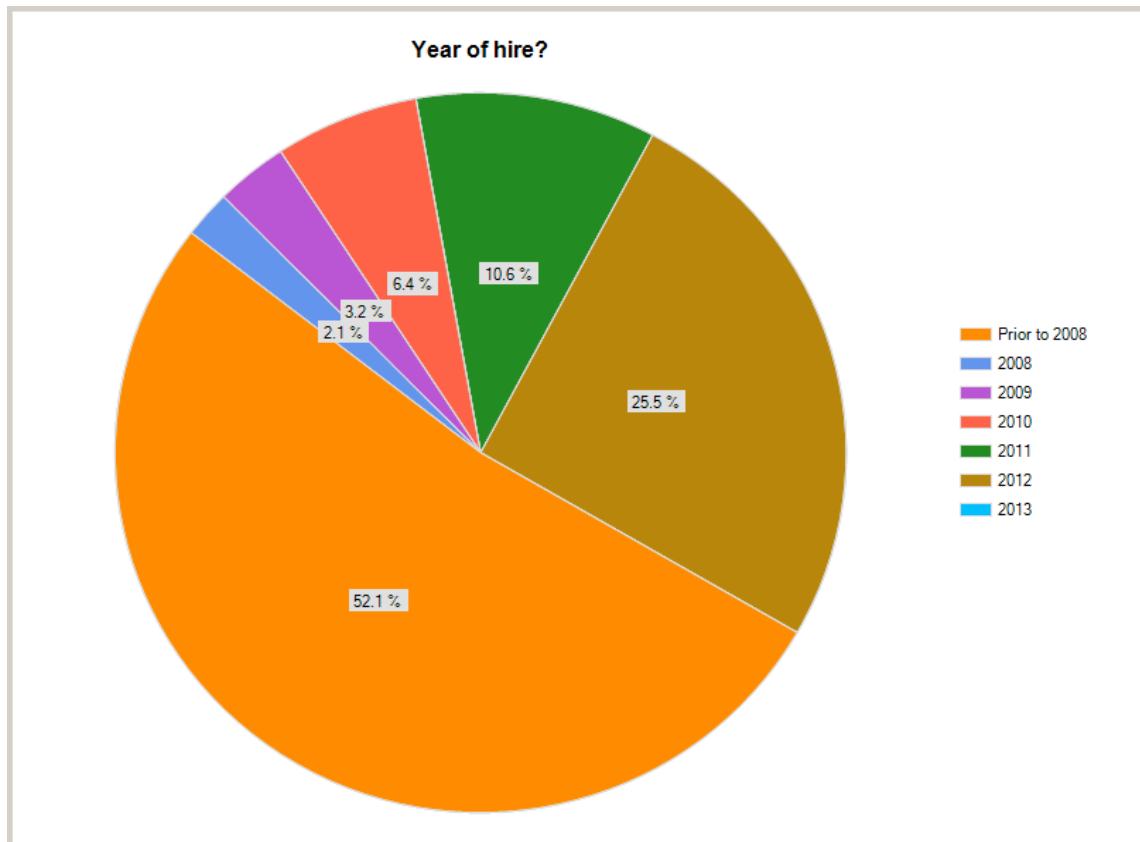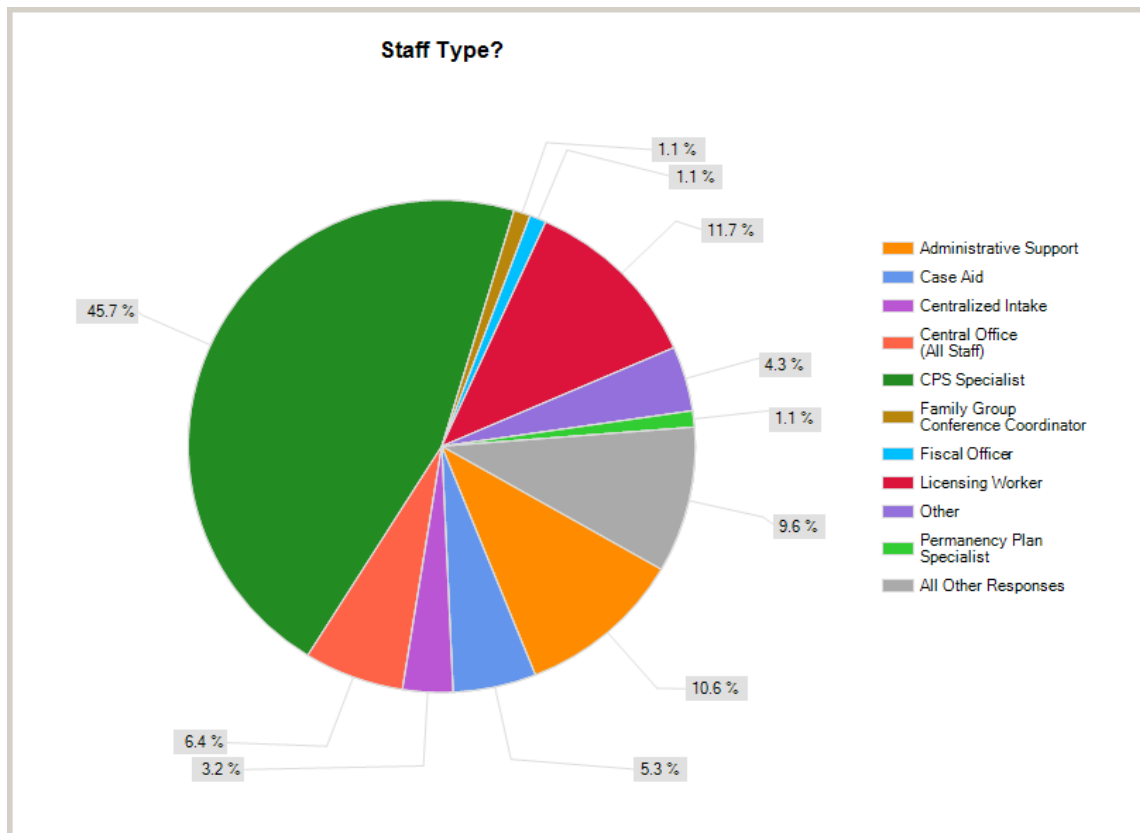
- ✓ Great presenter
- ✓ there are folks who have been employed for a long time and basically don't know CAPS well at all. This puts others in a position where they are having to do the CAPS entry work for those people who don't want to improve their CAPS knowledge. If an employee doesn't have a good knowledge of CAPS basics, their supervisors need to stop enabling and make them go to a CAPS refresher course rather than asking others to do their entry work.
- ✓ I truly appreciate the caps help desk staff! they are always courteous and VERY helpful; they reassure me that it's OK to call them, even with small problems that are ultimately due to my ignorance.
- ✓ I think a basic course should be taught to new workers then a more in depth course to workers after they have an understanding of the system as a whole.
- ✓ Need new classroom or use hotel meeting room something.
- ✓ The worksheets and photos of the screens in the training guide are very helpful.
- ✓ training or instruction of any kind anywhere needs to be followed by assessment. Students need to be held responsible for having learning and retained the information.
- ✓ CAPS is cumbersome and outdated
- ✓ *Again, we need very specific training in how we add our clients into CAPS. The people that have used this database for awhile in our bureau along with CAPS Staff should train and keep everyone on the same page every so often.
- ✓ Many of the screens could (and should) be self populating. At least there shouid on screen directions as to what needs to be entered next. Often some screens need filled and others don't but unless you work with the CAPS system all the time you can't remember. The system is TOO OLD and too many other agencies and workers rely on the data that one worker puts in. Therefore, it is not user friendly.
- ✓ I hope DOC youth services receives the results of this study as we really need to be allowed to to refresher training in Helena even though it might cost a few dollars for us to drive there.
- ✓ I thought the CAPS training was very helpful. Although I had been working with CAPS for four months at the time that I took it, and felt very comfortable with it, I still learned some very helpful tips for using CAPS, screens I wasn't aware of, and things that made entering information on CAPS easier and quicker.
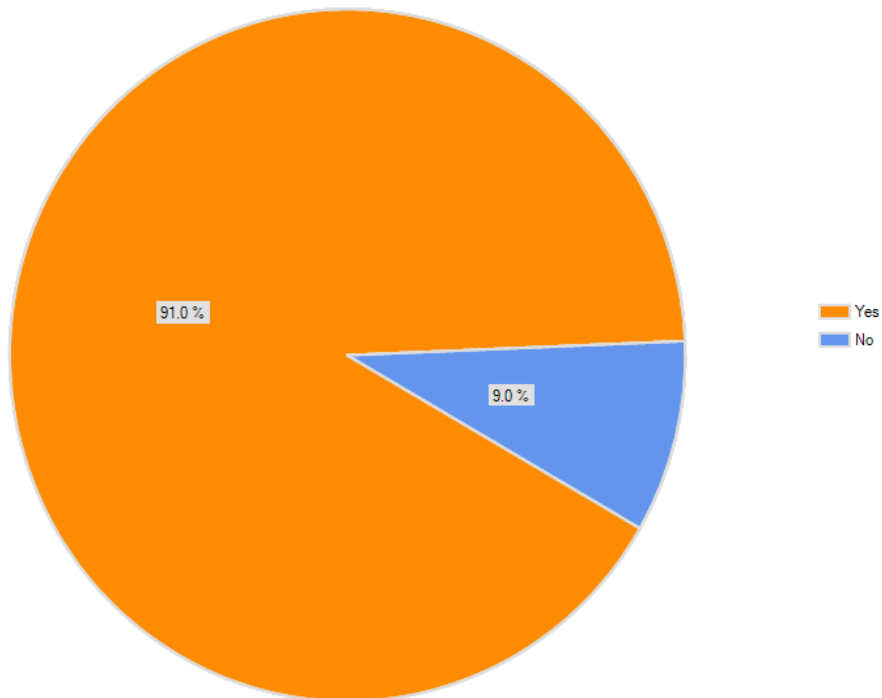
23 APPENDIX P – SURVEY STATISTICS

Agency Affiliation?

- Child Protective Services — 92.6 %
- Tribal Social Services
- Other — 7.4 %

•This year, approximately 579 staff with CAPS access received an invitation to complete a survey
•94 responses were received for a return of 16%

Primary County/Tribe?

- Yellowstone — 13.8 %
- Flathead — 11.7 %
- Lewis and Clark — 9.6 %
- Missoula — 8.5 %
- Cascade — 7.4 %
- Central Office — 6.4 %
- Silver Bow — 6.4 %
- Custer — 5.3 %
- Fergus — 4.3 %
- Musselshell — 3.2 %
- All Other Responses — 23.4 %

Primary County/Tribe – Descending
(Reflects breakdown of all entities with at least 1 survey response)

Staff Type?

🟧	Administrative Support
🟦	Case Aid
🟪	Centralized Intake
🟥	Central Office (All Staff)
🟩	CPS Specialist
🟫	Family Group Conference Coordinator
🟦	Fiscal Officer
🟥	Licensing Worker
🟪	Other
🟩	Permanency Plan Specialist
⬜	All Other Responses

Year of hire?

🟧	Prior to 2008
🟦	2008
🟪	2009
🟥	2010
🟩	2011
🟫	2012
🟦	2013

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Do you know how to register for CAPS training sessions?

91.0 %

9.0 %

Yes
No

Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?

88.8 %

11.2 %

Yes
No
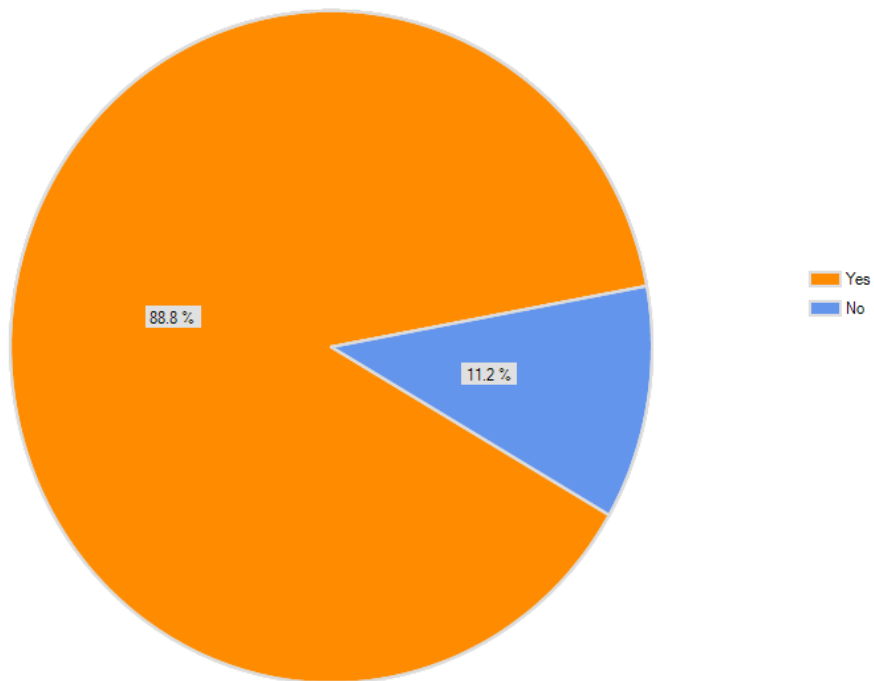
How long do you feel someone should be at their job prior to attending CAPS system training?
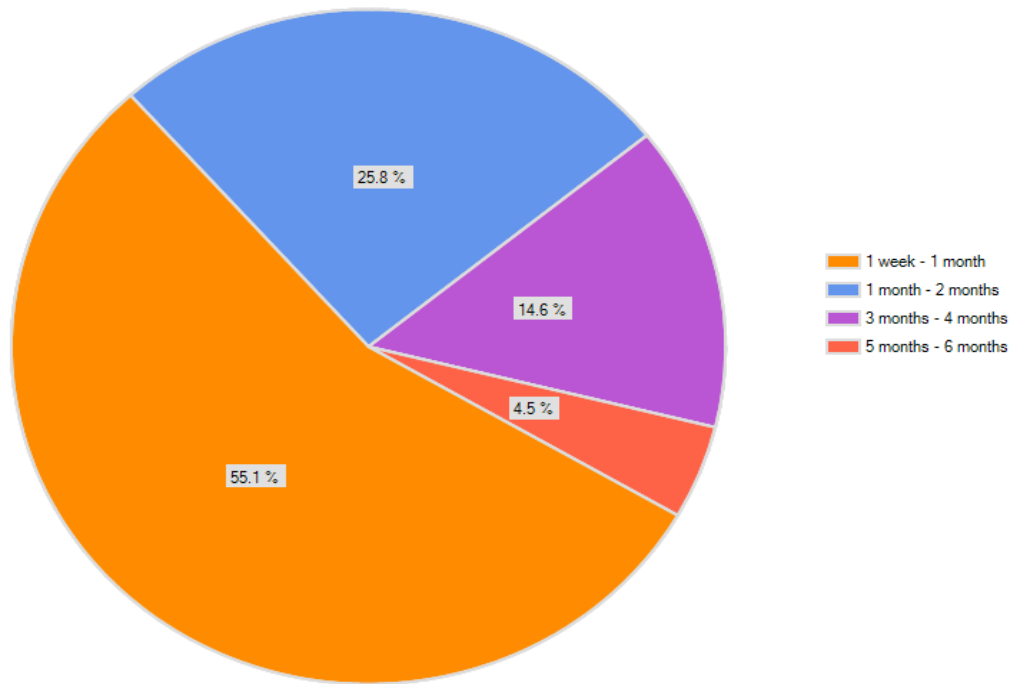
Legend:
- 1 week - 1 month
- 1 month - 2 months
- 3 months - 4 months
- 5 months - 6 months

- 25.8 %
- 14.6 %
- 4.5 %
- 55.1 %

Training on other programs such as Word, Excel, and Outlook are available via the DPHHS OURS website and other means. Have you ever requested and/or utilized this training?
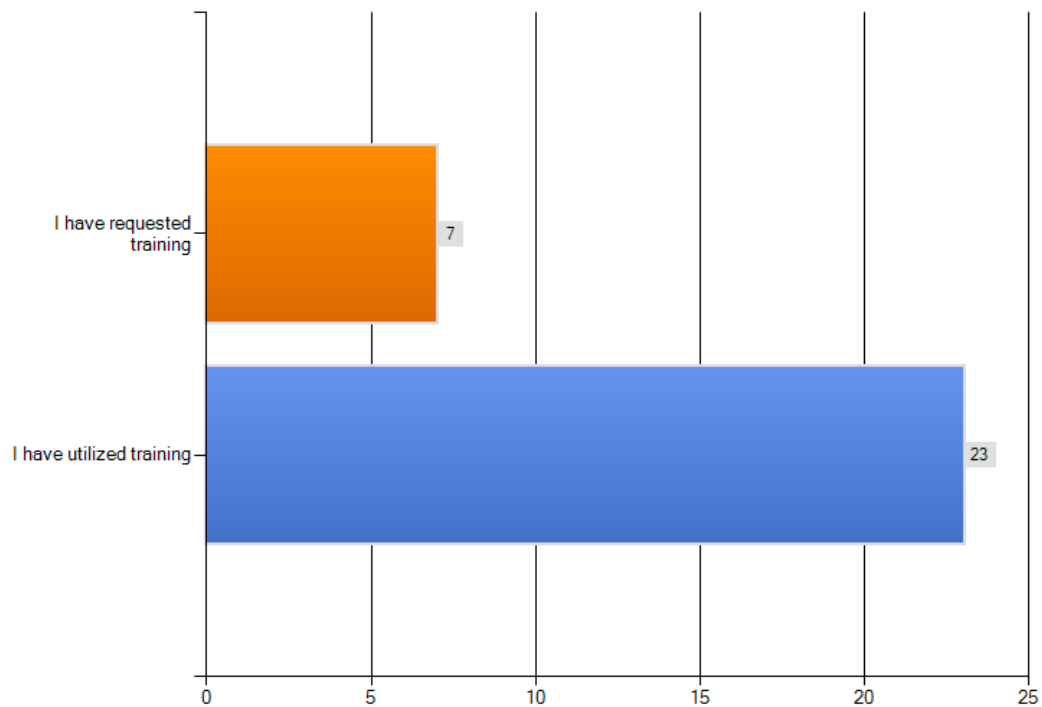
- I have requested training: 7
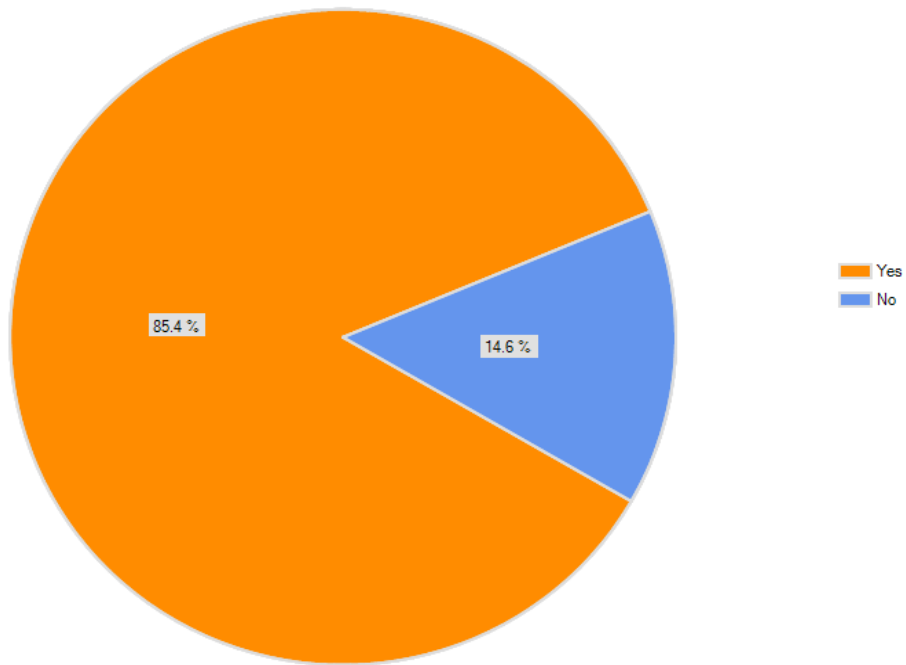- I have utilized training: 23

Refresher CAPS system training sessions offer workers an opportunity to receive hands-on, in-person training on all recent CAPS changes. Workers have the opportunity to practice working with the changes in a safe, training environment. Refresher training sessions also offer workers the chance to discuss any specific system issues that they need assistance with at that time. All employees are offered this one day CAPS system training at three different times throughout the year. Have you ever attended a CAPS refresher training session?
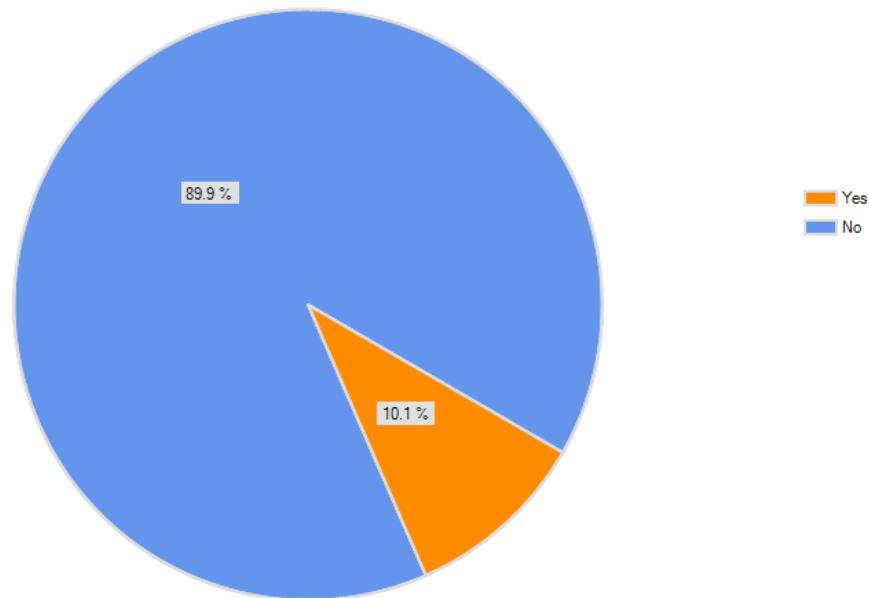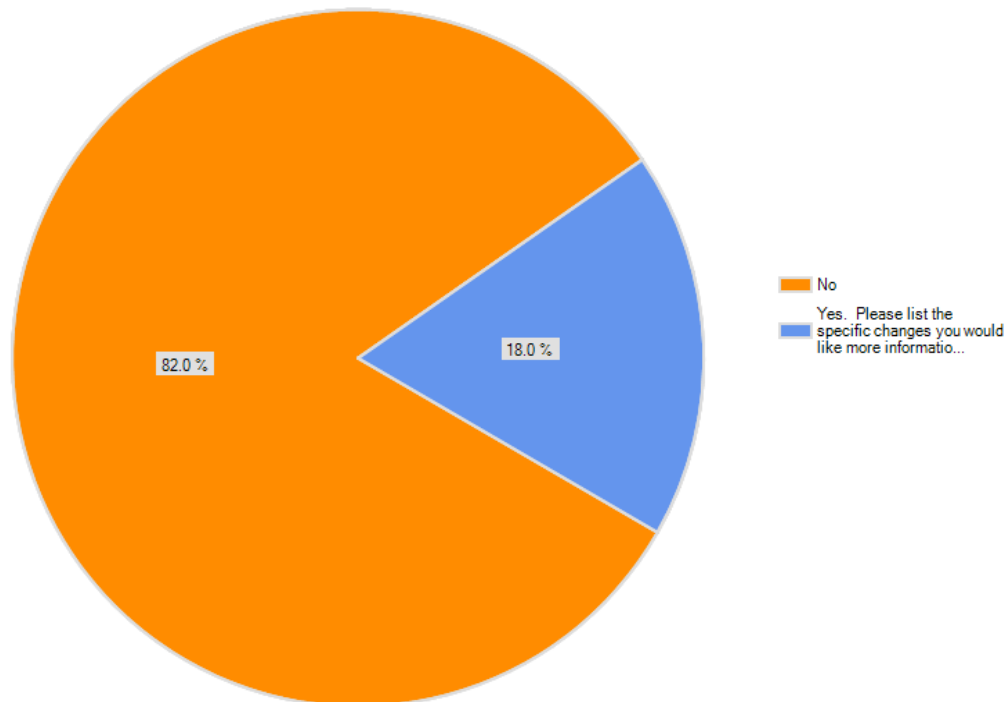

During 2012, CAPS refresher system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future refresher training sessions (Check ALL that apply):
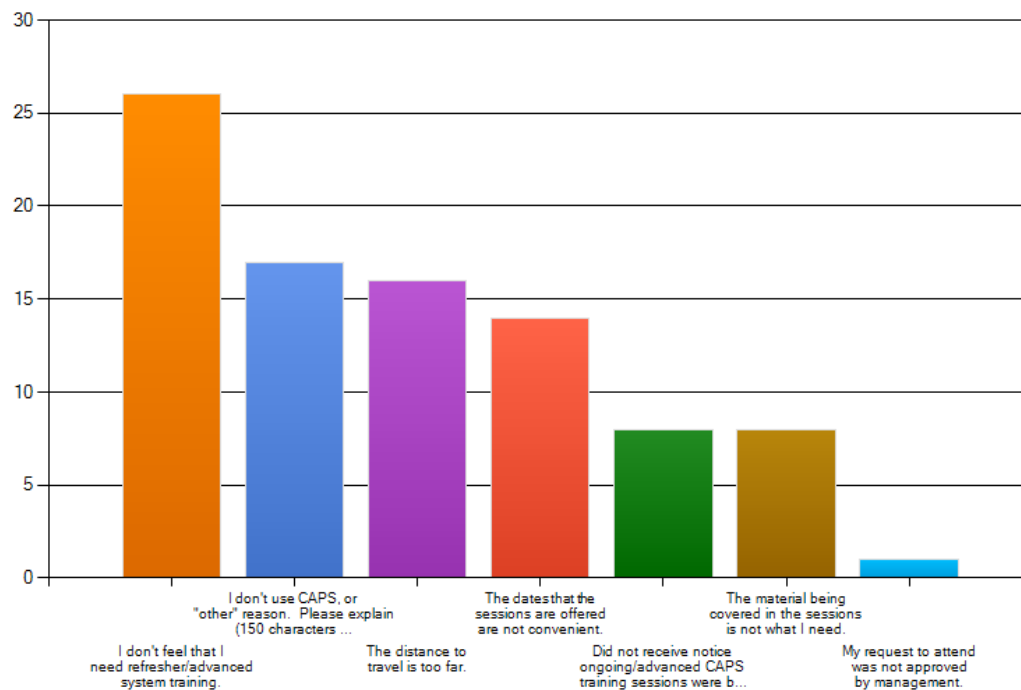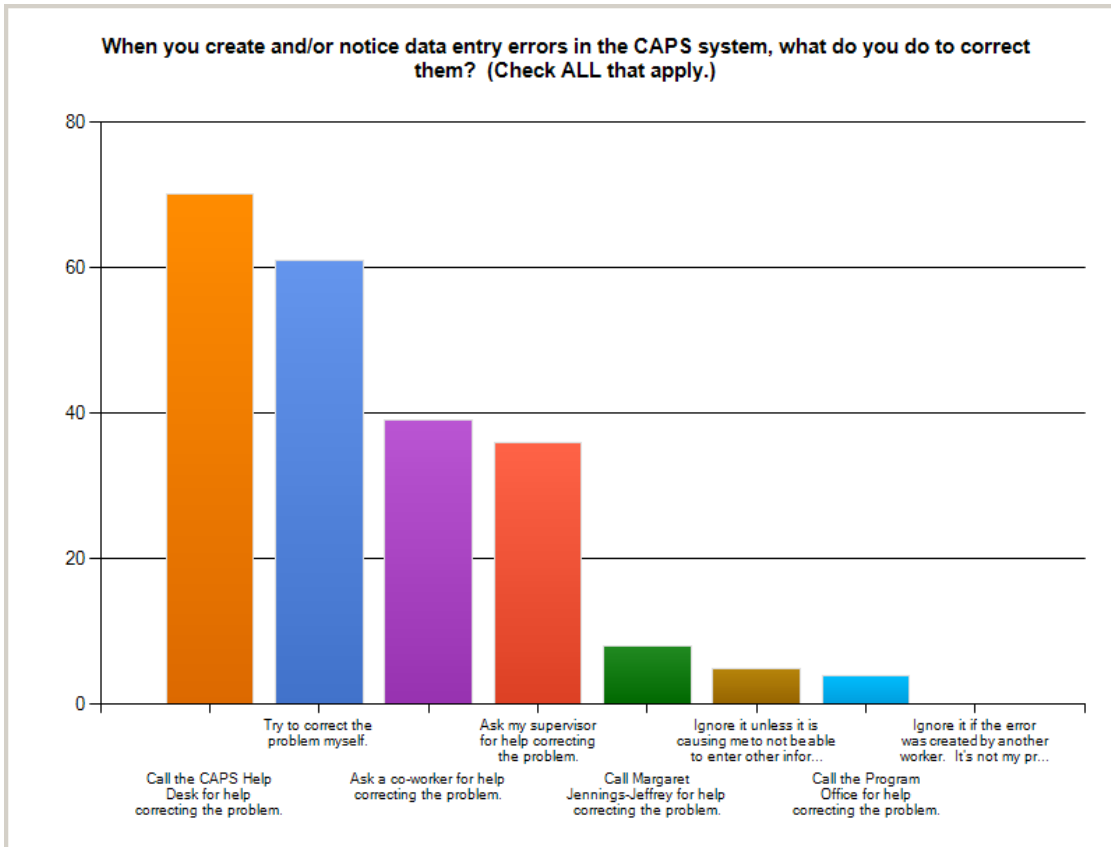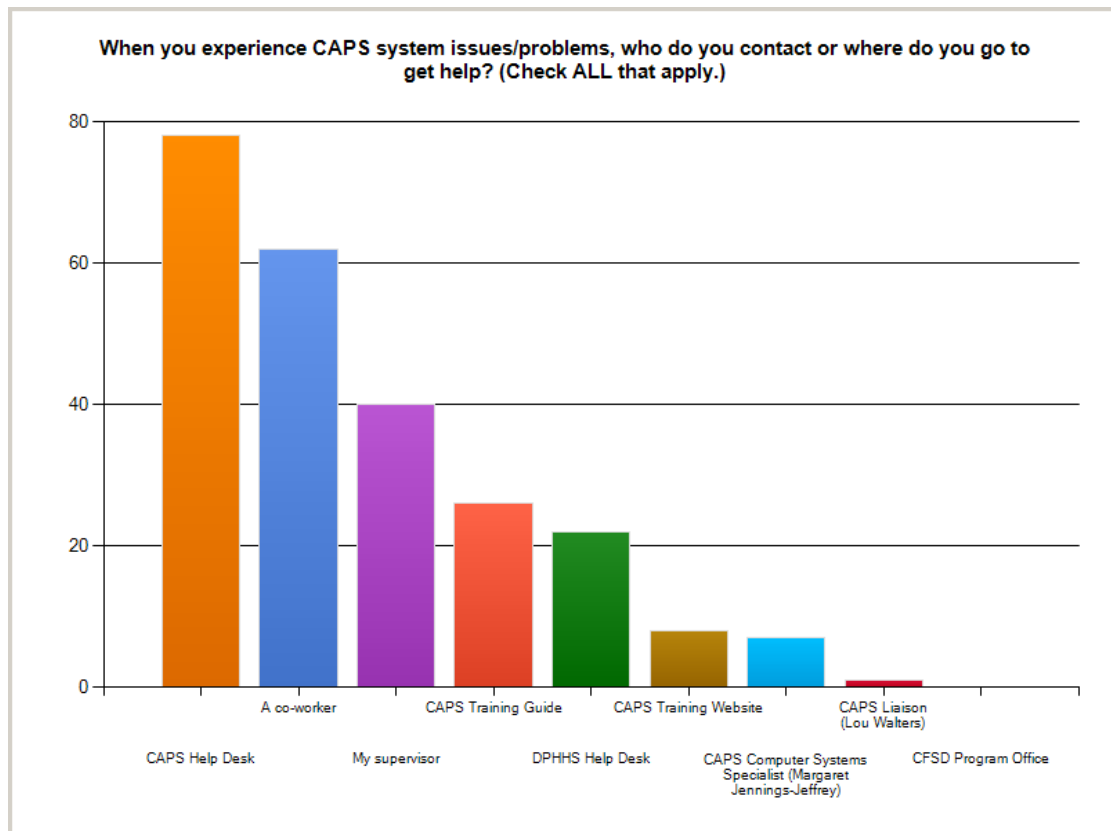
When there are policy changes that result in changes in CAPS system use, would you like to see the CAPS changes co-presented with the policy changes during quarterly policy webinars?

85.4 %
14.6 %

- Yes
- No

Of any of the recent CAPS changes, would you like any additional information or training?

82.0 %
18.0 %

- No
- Yes. Please list the specific changes you would like more informatio...

NORTHROP GRUMMAN

When you experience CAPS system issues/problems, who do you contact or where do you go to get help? (Check ALL that apply.)

When you create and/or notice data entry errors in the CAPS system, what do you do to correct them? (Check ALL that apply.)

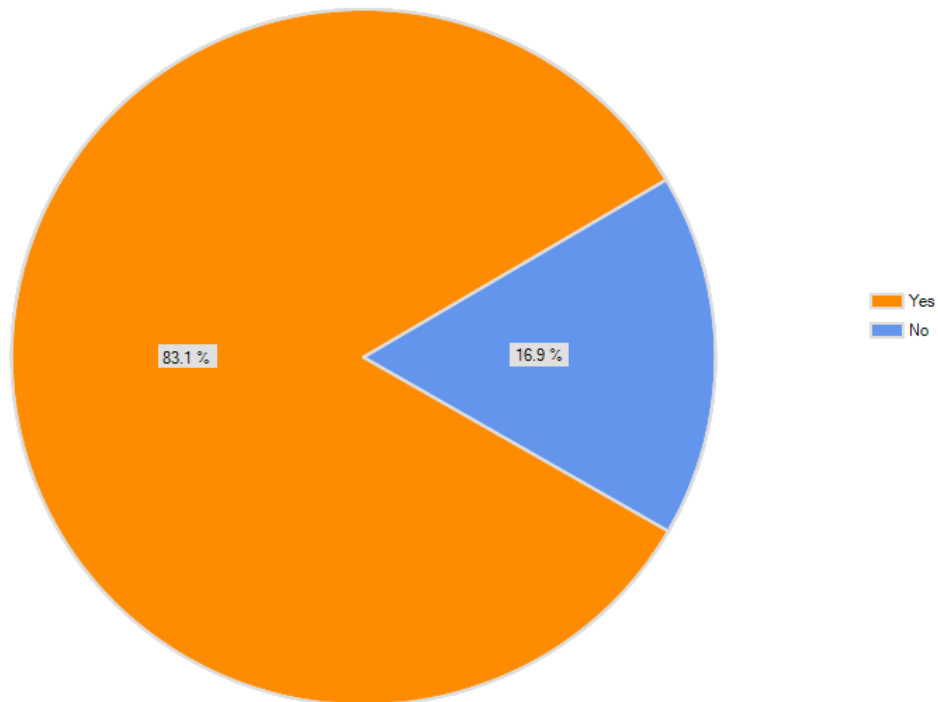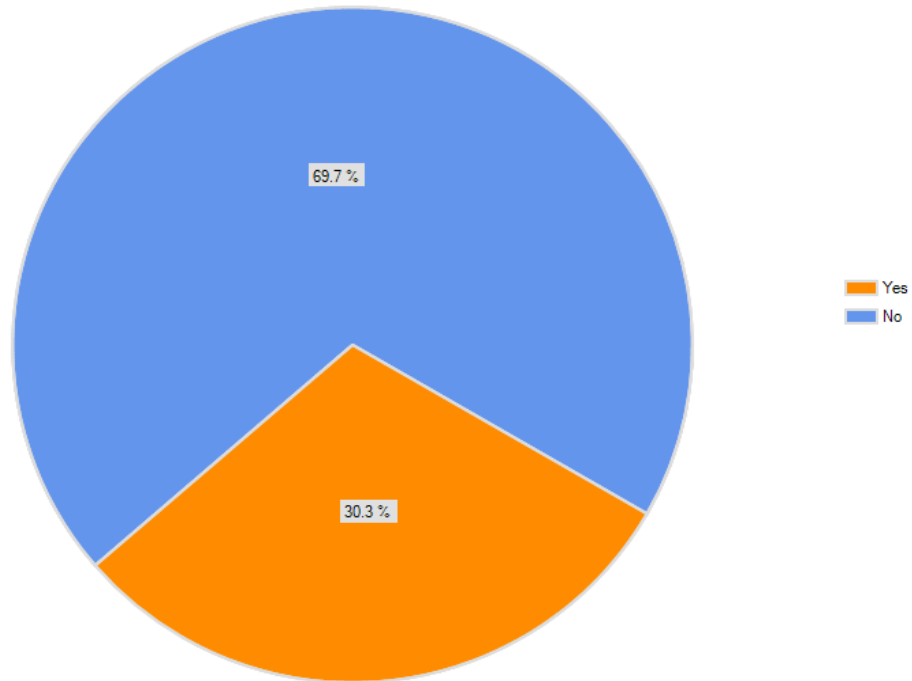**Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?**

- Yes — 77.5 %
- No — 22.5 %
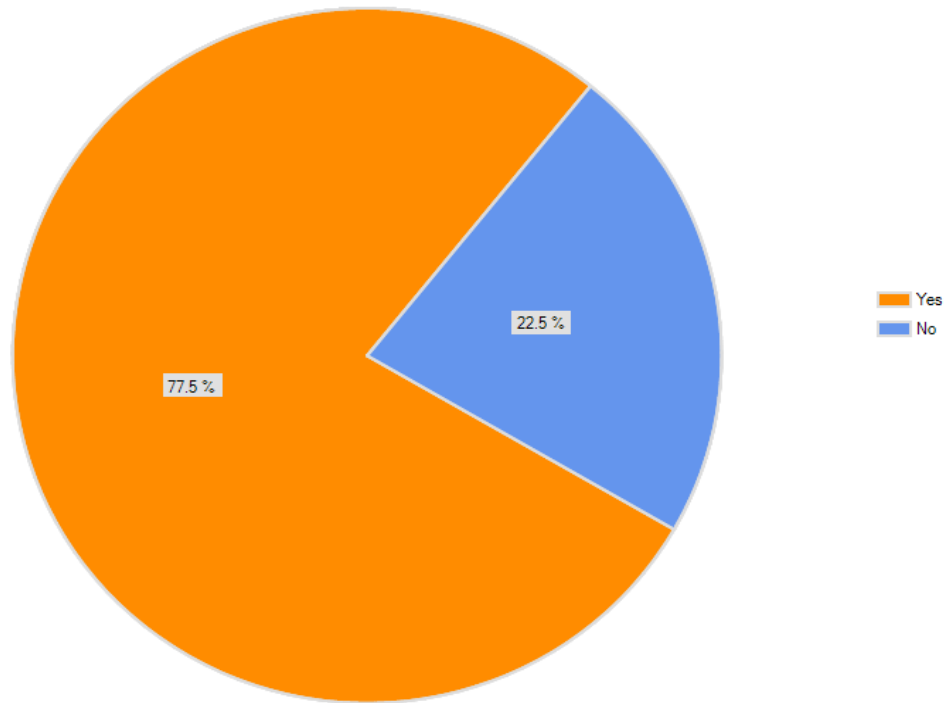
Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information? Why/why not?

- Yes — 83.1 %
- No — 16.9 %

Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

- Yes
- No

69.7 %
30.3 %

CAPS Training Materials

- 1 - Very helpful
- 2 - Sometimes helpful
- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

21.3 %
38.2 %
3.4 %
9.0 %
28.1 %

CAPS Help Desk

Legend:
- 1 - Very helpful
- 2 - Sometimes helpful
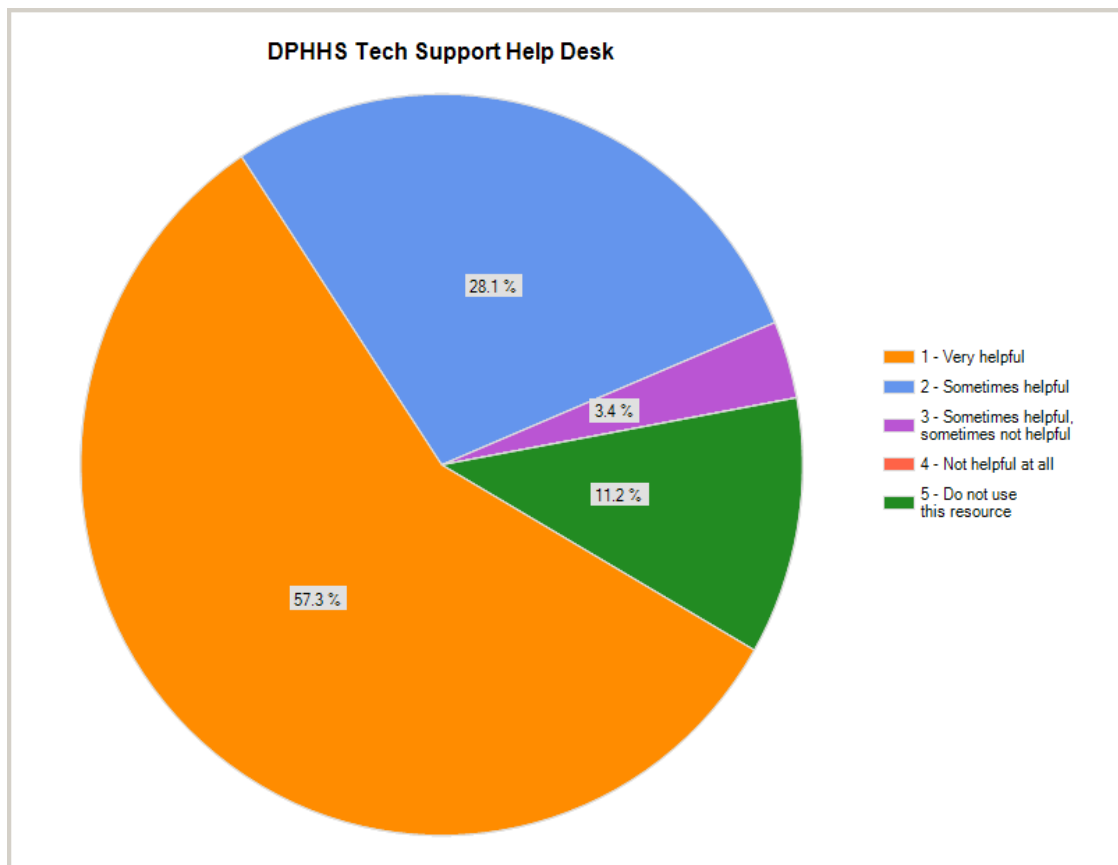- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

69.7 %
19.1 %
6.7 %
4.5 %

DPHHS Tech Support Help Desk

Legend:
- 1 - Very helpful
- 2 - Sometimes helpful
- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

57.3 %
28.1 %
3.4 %
11.2 %

NORTHROP GRUMMAN

CAPS Online Help (F1)

Legend:
- 1 - Very helpful
- 2 - Sometimes helpful
- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

61.8 %
3.4 %
11.2 %
16.9 %
6.7 %

CAPS Training Website

Legend:
- 1 - Very helpful
- 2 - Sometimes helpful
- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

62.9 %
3.4 %
10.1 %
15.7 %
7.9 %

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CAPS Advanced Training Classes

Legend:
- 1 - Very helpful
- 2 - Sometimes helpful
- 3 - Sometimes helpful, sometimes not helpful
- 4 - Not helpful at all
- 5 - Do not use this resource

79.8 %
6.7 %
10.1 %
2.2 %
1.1 %

How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?

Legend:
- 1 - 2 hours
- 3 - 4 hours
- 5 - 6 hours
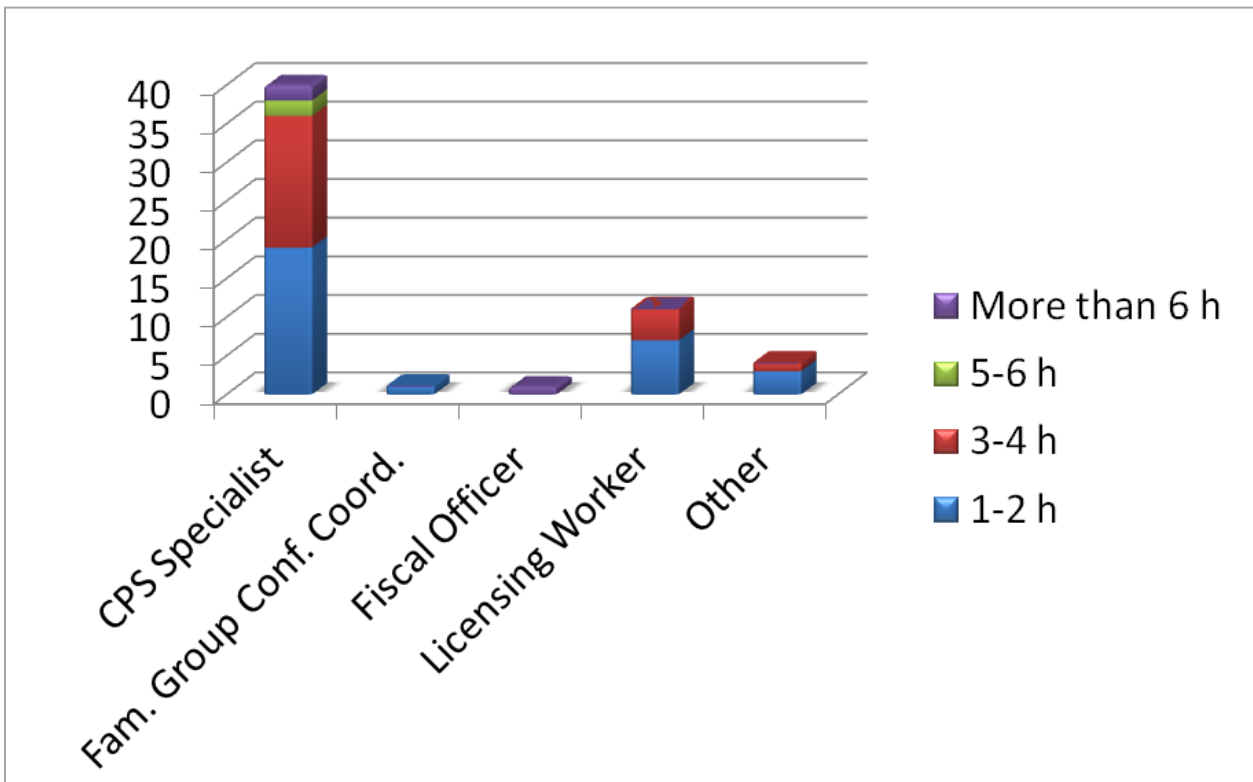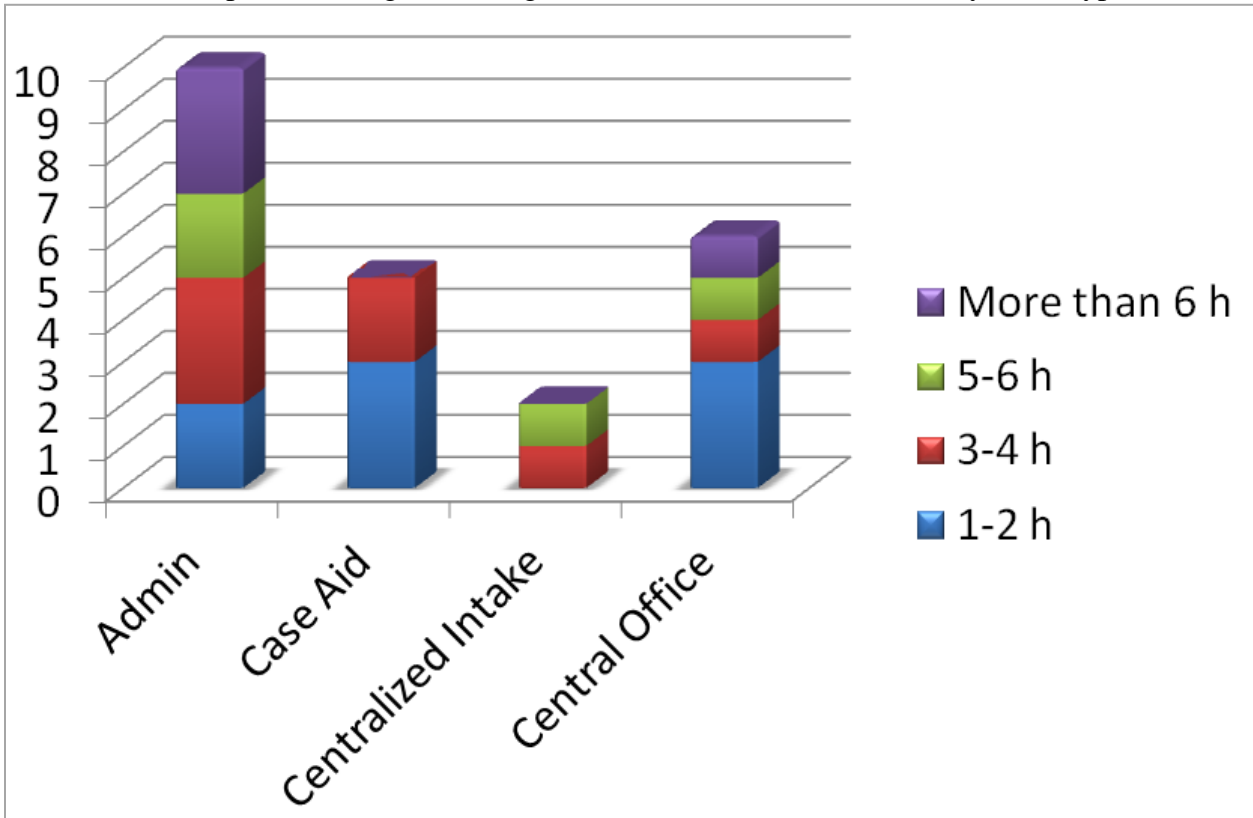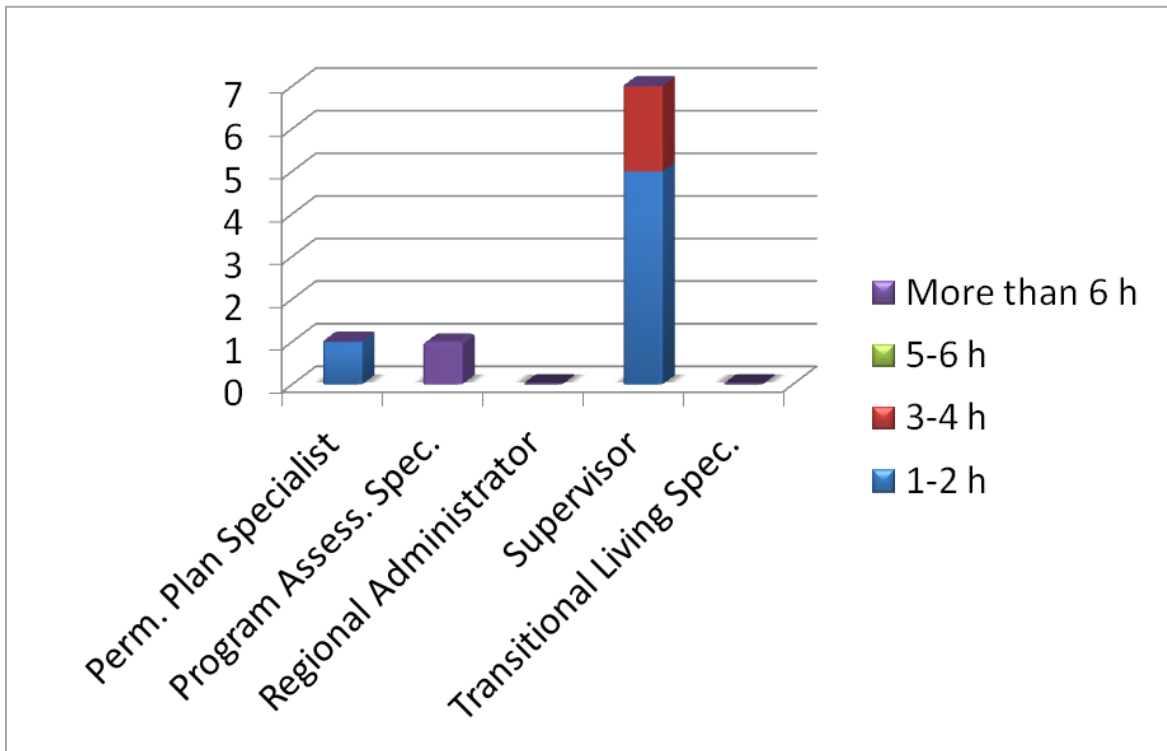- More than 6 hours

34.8 %
6.7 %
9.0 %
49.4 %

Hours Spent Entering/Accessing Information in CAPS/DocGen, by Staff Type

Currently, the CAPS Training Website contains such information as the training schedule, updated training guides, screen guides, system documentation and links to other Department websites. How often do you use the CAPS training website?

33.7 %

27.0 %

19.1 %

16.9 %

3.4 %

I always use the CAPS training website.

I sometimes use the CAPS training website.

I rarely use the CAPS training website.

I never use the CAPS training website.

I was not aware there was a CAPS training website.

CAPS Training Methodology (currently sessions are in Helena / in person / hands-on classroom training)

- 1 - I like the way it is now.
- 2 - I would like the same length, but available remotely
- 3 - I would like a shorter training
- 4 - I would like a longer training
- 5 - I would like a shorter training, then to return for a follow up a...

Values shown: 25.8 %, 7.9 %, 3.4 %, 20.2 %, 42.7 %

CAPS Training Content Volume (amount of information presented; is there enough content/too much content for one session, etc.)

- 1 - Just right
- 2 - Too much information presented; I could not absorb it all
- 3 - Too little information was presented; I could have used more

Values shown: 33.7 %, 2.2 %, 64.0 %

CAPS Training Content Order (the order in which CAPS topics are presented at training)

93.3 %

6.7 %

1 - Just right

2 - I suggest training topics be reordered as indicated in the box below